

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ХАРКІВСЬКА НАЦІОНАЛЬНА АКАДЕМІЯ МІСЬКОГО ГОСПОДАРСТВА

МЕТОДИЧНІ ВКАЗІВКИ
ДЛЯ ОРГАНІЗАЦІЇ САМОСТІЙНОЇ РОБОТИ
З ДИСЦИПЛІНИ «ІНОЗЕМНА МОВА» (АНГЛІЙСЬКА МОВА)
(для студентів 1 курсу заочної форми навчання)



Харків – ХНАМГ – 2011

Методичні вказівки для організації самостійної роботи з дисципліни «Іноземна мова» (англійська мова) (для студентів 1 курсу заочної форми навчання); Харк. нац. акад. міськ. госп-ва; уклад.: Г.Б.Сергєєва -Х.: ХНАМГ, 2011. – 100 с.

Укладач: Г.Б.Сергєєва

Методичні вказівки призначені для організації самостійної роботи студентів у першому та другому семестрах згідно з затвердженою робочою програмою навчальної дисципліни «Іноземна мова», укладеної відповідно освітньо-кваліфікаційним вимогам до знань і вмінь студентів, які в майбутньому працюватимуть у сфері міського господарства.

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Рекомендовано кафедрою іноземних мов,
протокол № 1 від 30.08.2010 р.

The methodical recommendations are designed to help the students studying English for scientific and technical purposes (ESP) at the correspondence department. The methodical recommendations are organized around grammar relevant to the Assignments for the first year students. Every section explores one grammar point and contains practice exercises. There is a section with general classification of parts of speech in English, Russian and Ukrainian which is helpful in better understanding the grammar comments and tasks in Assignments. Most of the exercises provide the learner of English with authentic texts and focus on the English vocabulary in use.

PART 1

1. NOUN

English nouns are divided into two groups:

Countable nouns

Are seen by the speaker in **units**

*a glass a spoonful a cup a slice
of water of sugar of tea of bread*

Countable nouns

- have singular and plural forms
- take singular and plural verbs

*That **employee** is French.*

*Those **employees** are French.*

*The **timetable** changes tomorrow.*

*The **timetables** all change tomorrow.*

- can have **a/an** and numbers in front of them

*an account a good idea
four accounts three good ideas*

Uncountable nouns

- are **not** seen by the speaker in units

water tea sugar bread

Uncountable nouns

- only have one form
- always take a singular verb

***Music** helps me to relax.*

*Their **furniture** is very modern.*

*Too much **coffee** isn't good for you.*

*The **weather** was beautiful all week.*

- **never** have **a/an** or a number directly in front

*weather information advice
furniture leather*

- have **not many** in front of them

*He hasn't **many** clients.*

*There weren't **many** customers.*

- have **not much** in front of them

*He hasn't **much** money.*

*We haven't had **much** information yet.*

- have **a few** in front of them

*Will you have **a few** more items?*

- have **a little** in front of them

*Will you have **a little** more water?*

- We need to know whether nouns are countable or uncountable in English to be able to use **a/an, some, any, much, many, a few, a little**, etc. correctly.

Compare: *It was **a marvellous experience**.* (countable = something that happened)

*We need someone with **experience**.* (uncountable = skill and knowledge)

Note

Much and **many** are used in negatives and questions; in positive remarks **a lot of** is normally used:

*There were **a lot of** people in town today.*

*We had **a lot of** trouble getting here.*

Task A. Decide whether the following nouns are used as countable or uncountable nouns as in the examples.

- | | | |
|----|--|-------------------|
| 1 | She has had three years' experience as an accountant. | <u> U </u> |
| 2 | The demotion was a painful experiences . | <u> C </u> |
| 3 | Are you here for business or pleasure. | <u> </u> |
| 4 | He has set up a small fashion business . | <u> </u> |
| 5 | I've never fear works of Shakespeare. | <u> </u> |
| 6 | She's found work as a commercial assistant. | <u> </u> |
| 7 | Have you got a light ? | <u> </u> |
| 8 | Were you able to throw any light on the subject? | <u> </u> |
| 9 | They failed to reach an agreement . | <u> </u> |
| 10 | Is there agreement on how much will be spent? | <u> </u> |

- 11 Self –*advertisement* is not always a good thing. _____
- 12 We put an *advertisement* in the *Financial Times*. _____

Task B. Use *I'd like ... please* to ask for drinks in each situation.

- 1 You have come down to breakfast. There is a choice between tea and coffee.

I'd like (some) tea, please. I'd like (some) coffee, please.

- 2 You are ordering drinks. You want coffee for yourself. Your two friends want tea.
-

- 3 You are ordering drinks for three people: beer, lemonade, tomato juice.
-

- 4 You are ordering drinks. Two want coffee. Three want tea. One wants milk.
-

1.1 a... of ...

To make countable quantities with uncountable nouns use *a . . . of* . . .

<i>a</i>	piece	<i>of</i>	information	<i>a</i>	packet	<i>of</i>	cigarettes
	pound		tomatoes		bit		luck
	pint		milk		slice		toast
	jar		jam		litre		oil
	glass		water		plate		spaghetti
	tin		soup		tube		toothpaste

- Some words which are countable in some other languages are uncountable in English:

advice information news luggage knowledge furniture health

- Some words can be used in two different ways, one countable, one uncountable:

There's *a hair* on your coat.

Her *hair* is beautiful.

What *a* lovely *colour*!

Television is very dull without *colour*.

Have some more potatoes.

Have some more potato.

*- Just **a few** please.*

*- Just **a little** please.*

Task A. Tick the words which normally have plurals in English.

- | | | | |
|----------------|-------------------|-----------------|----------------|
| 1 advice _____ | 4 answer _____ | 7 penny _____ | 10 money _____ |
| 2 damond _____ | 5 jewellery _____ | 8 story _____ | 11 news _____ |
| 3 meat _____ | 6 carrot _____ | 9 scenery _____ | 12 shirt _____ |

Task B. Put in *some, any, a, the, a lot of* or *'-'*.

- | | |
|---|--|
| 1 I'd like <u>some</u> information, please. | 11 Can you give me__information of it? |
| 2 The tree was struck by __ lightning. | 12 I'd like __ tomatoes, please. |
| 3 Is there __ toast, please? | 13 Would you like __ spaghetti? |
| 4 There's __ slice of toast left. | 14 There was __ traffic this morning. |
| 5 What's __ weather like today? | 15 John's gone to bed with __ flu. |
| 6 Can I have __ potatoes, please? | 16 I'm going to plant_tree in the garden. |
| 7 I need ____ new clothing. | 17 I've got ____permission to park here. |
| 8 I'm tired. I've just done __shopping. | 18 Our teacher has given us_homework. |
| 9 I've done ____ housework. | 19 There's __ rubbish in our garden. |
| 10 I've just received__ letter from John. | 20 Have you made __ progress with Chinese? |

Task D. Put in *a, some, or '-'*.



OOOPS!

(1) -- wine is not cheap and (2) _____ good wine can cost a lot of money these days. So spare (3) _____ thought for Mr Sokolin, (4) _____ New York wine merchant, who recently lost (5) _____ bottle of wine worth £305,000 (or about £50,000 (6) _____ glass!). It was (7) _____ 1784 Chateau Margaux which had once belonged to Thomas Jefferson, the third president of America. Mr

Sokolin took the bottle to (8) _____ wine tasting and put it on (9) _____ table. The bottle was made of (10) _____ dark glass and a waiter didn't notice it. He hit it with (11) _____ tray, making (12) _____ large hole in it. Most of the wine was lost, but Mr Sokolin was able to taste (13) _____ of it. He said it was 'not very good', but the loss of the bottle was described as (14) _____ terrible tragedy.

1.2 Plurals

Most nouns make their plural by adding **-s**. There are three different pronunciations:

packet	packets	- /s/	after a voiceless sound
hand	hands	- /z/	after a voiced sound
face	faces	- /ɪz/	after these sounds /s/ / z / ʃ / /tʃ/ /dʒ /

- Some common plurals are different:

woman	- women	wife	- wives
man	- men	knife	- knives
child	- children	foot	- feet
person	- people	tooth	- teeth
potato	- potatoes	baby	- babies
bus	- buses	lady	- ladies
glass	- glasses	city	- cities
match	- matches	sheep	- sheep
aircraft	- aircraft	life	- lives
half	- halves	formula	- formulae
matrix	- matrices	phenomenon	- phenomena

Task A. Divide the following plurals into three groups. There are ten words in each group. Number each word 1, 2 or 3:

Group 1 — where *s* is pronounced like /s/

Group 2 — where *s* is pronounced like /z/

Group 3 — where the ending is pronounced like /ɪz/

books	___	lists	___	dresses	___	rules	things	___
radios	___	tickets	___	coaches	___	peaches	bicycles	___
drinks	___	ferries	___	churches	___	cups	thousands	___
matches	___	chairs	___	boats	___	buses	cars	___
lights	___	shirts	___	horses	___	trains	boxes	___
faces	___	insects	___	houses	___	heads	maps	___

1.3 Groups and organizations

Singular nouns such as **bank** or **committee** can be seen either as a number of people (plural) or as a collective unit (singular). As a result, the following verb or pronoun may be either singular or plural.

*The bank **has** sent me my new credit card.*

*The committee **have** shelved the project.*

Other words in this category include:

club	management	media	staff	team
firm	government	police	public	union

Task A. Common mistakes. Correct the errors in these sentences.

- 1 The news are bad, I'm afraid.
- 2 She knows a great many persons.
- 3 Stress at work is not a recent phenomena.
- 4 Our office is situated in a pleasant surrounding.
- 5 The staffs are unhappy with the new arrangement.

Task B. Supply the correct plural forms.

WHAT DOES IT COME UNDER?



If you're dieting there are certain (*food*)(1)_foods_ you really have to avoid: (*cake*)(2)_____and (*biscuit*)(3) _____ are out for a start, but you can't live for ever on (*tomato*) (4) _____and (*orange*)(5) _____. There are (*man*)(6) _____ and (*woman*) (7) _____ who spend their entire (*life*)(8) _____ counting the calories they take in each day. Some national (*cuisine*)(9)

_____ make you fat. The (*Japanese*)(10) _____ have a high protein diet, while the (*Swiss*)(11) _____ eat a lot of milk (*product*)(12) _____. Personally, I'm lucky not to have to diet, but my friend, John, can't eat anything without looking it up in his Calorie Chart. This is carefully organized so that (*strawberry*) (13) _____ and (*peach*) (14) _____ are under 'Fruit'; (*potato*)(15) _____ and (*spaghetti*)(16) _____ come under 'Starchy Foods', and so on. I entertained John to a nice low calorie meal yesterday and at the end I offered him some jelly. 'What does "jelly" come under?' he asked looking at his chart. 'Half a litre of double cream, ' I said, pouring the stuff over my plate!

1.4 Preposition *of*

A (*belonging to sb; relating to sb*)

- 1 a friend *of* mine
- 2 the love *of* a mother
- 3 the role *of* the teacher

B (*belonging to sth; being part of sth*)

- 1 the lid *of* the box
- 2 the director *of* the company
- 3 a member *of* the team

Preposition *to*

A (*used to show the person or thing that receives sth*)

- 1 to send **to** a sanatorium
- 2 to belong **to** the secretary
- 3 to give **to** the child

B (*used to show the person or thing that is affected by an action*)

- 1 to be devoted **to** the family
- 2 to speak **to** a customer
- 3 thanks **to** his help

Preposition *with*

A (*what you use to do something*)

- 1 to come **with** a guest
- 2 to follow the text **with** a finger
- 3 to dig a trench **with** a shovel

Preposition *by*

A (*to show how or in what way sth is done*)

- 1 an application form written **by** an applicant
- 2 an invention made **by** Edison
- 3 the house heated **by** gas

Task A. Translate the following phrases into English. Use prepositions *of, to, with, by*.

- | | | |
|---|--------------------------------------|-------|
| 1 | студенты нашего института | _____ |
| 2 | писать карандашом | _____ |
| 3 | строить из стали и стекла | _____ |
| 4 | послать телеграмму главному инженеру | _____ |

5	заплатить с помощью чека	_____
6	информировать о новых достижениях	_____
7	написать письмо другу	_____
8	фамилия нашего преподавателя	_____
9	думать об институте	_____
10	производить из пластика	_____
11	связаться с клиентом .написав письмо	_____

1.5 a / an...

an | in front of a vowel *sound* | in front of **h** when it is not sounded
 | in front of **a, e, i, o, u**

an | *apple* *organisation*
 | *egg* *uncle*
 | *island*

an | *hour* *honour*

a | in front of all other letters | in front of **u** and **eu** when it sounds like **you**

an | *apple* *orange*
 | *egg* *uncle*
 | *island*

a | *university* *European*

*She's **a** dentist.*

*We had **an** argument.*

A pound of tomatoes please.

| With a singular (countable)
 | noun

***a** hundred, **a** thousand, **a** million*

| With certain numbers

***a** dozen, **a** couple of, **a** pair of, **a** lot, **a** few, **a** little*

*We spent **a** couple of weeks in Spain.*

*There were **a** lot of people at the game.*

| With certain quantities

*30 pence **a** pound*

*sixty miles **an** hour*

| Costs
 | Measurements

Note

a/an is normal, **one** is used for emphasis:

A: *A Coke and two lemonades, please.*

B: Two lemonades and two Cokes.

A: No, two lemonades and one Coke, please.

Notice the use of **a** and **an** in the following phrases:

*What **a** smell!*

*What **a** great idea!*

*What **an** interesting lecture!*

*It seemed such **a** good idea.*

*It was such **a** poor meal that we complained.*

*We had such **an** awful time, that we asked for our money back.*

Task A. Use *a* or *an* in these sentences. Write your answers in words.

1 If you add one to ninety nine, you get _____.

2 In Britain another word for twelve is _____.

3 Ten times a hundred is _____.

4 1,000,000 in words is _____ and a person who owns a million pounds is _____.

5 In town you mustn't drive at more than _____.

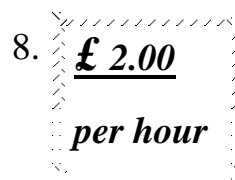
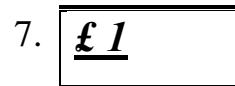
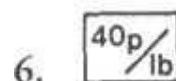
6 These apples cost _____.

7 Have you change for _____.

8 The tennis courts cost £2 _____.

9 What _____ terrible day!

10 Hiring _____ bicycle will cost you £2 _____ hour or £5 _____ day.



Task B. Complete these sentences using *what* or *what a/an*.

Look at these examples:

What a nice thing to say!

What horrible teeth!

1 _____ pretty little girl.

5 _____ boring programme.

- | | | | |
|---|--------------------------------|---|--------------------------------------|
| 2 | _____ beautiful babies. | 6 | _____ insulting thing to say to you! |
| 3 | _____ dreadful old car he has! | 7 | _____ cheek! |
| 4 | _____ marvelous news! | 8 | _____ interesting teacher you are! |

1.6 *the*

Only one spelling: ***The*** dress, girl, police, children

Two pronunciations:	in front of a consonant sound	<i>the</i> side
	in front of a vowel sound	<i>the</i> apple, <i>the</i> engine
		<i>the</i> other one,
		<i>the</i> umbrella

*I left ***the*** car in George Street.*
(= my or our car)

the is usually used with:
a person or thing already
identified or known

Which dress did you buy?

The blue one.

*Can you close ***the*** door please?*

*He bought the house next to ***the*** Post Office.*

<i>the</i> China Sea, <i>the</i> Ganges, <i>the</i> Alps Lake Ontario, Windermere	names of seas, rivers, mountain ranges (but <i>not</i> lakes)
---	---

<i>the</i> Taj Mahal, <i>the</i> White House, <i>the</i> Eiffel Tower	important buildings
---	---------------------

<i>He plays <i>the</i> guitar and <i>the</i> piano.</i>	musical instruments
---	---------------------

Note

- Most street names do ***not*** have ***the*** in front of them: George Street, but ***the*** High Street.
- ***The*** is not used with *at work, at home, at school, go to work, go home, go to school*:
He goes to school at eight o'clock. What time does she go home?
- ***The*** is not used with nouns used with a general meaning: *Milk is good for you.*

- When it is used with ordinary nouns (not names of unique places, pop groups etc) the meaning of ***the*** is to make the noun specific and definite. We use it to draw attention to something specific, for example:

My grandmother goes to church on Sundays.

— *Oh, which one?*

The big church in the centre of town.

That is the easiest and most general rule. There are other rules but most have exceptions, so they are not always very helpful.

- To refer to unique nouns (the names of places, lakes, pop groups, organisations etc). It is very difficult to give general rules. It is best to learn the names. Here are some lists to help you.

The West Inddies

The British Museum

The Black Sea

Lake Placid

The Soviet Union

The Kremlin

The Mediterranean

Lake Victoria

The Phillipines

The Statue of Liberty

The Gulf of Mexico

Lake Michigan

*The National
Theatre*

The Himalayas

The Twenties

The Times

The Bolshoi

The Alps

The early Nineties

The Herald Tribune

The Royal Opera

The Urals

*The Swinging
Sixties*

The Observer

Harrods

Central Park

British Airways

Woolworths

Piccadilly Circus

Pan Am

Marks and

St Peter's Square

Spencers

Task A. First match up the two parts of each sentence. Then decide whether you need *the* before the second part. Write *the* where you need it.

1 The Pope lives in

a _____ Alps.

2 The American President lives in

b _____ China Sea.

3 Mrs Smith lives in

c _____ Buckingham Palace.

4 Nobody lives in

d _____ Vatican.

5 We sailed across

e _____ White House.

- | | |
|----------------------|----------------------------|
| 6 We flew over | f _____ Piccadilly Circus. |
| 7 We saw the snow on | g _____ Eiffel Tower. |
| 8 We climbed | h _____ Lake Ontario. |
| 9 The Queen lives in | i _____ George Street. |
| 10 We can meet at | j _____ Taj Mahal. |

B Use *the* for the names of:

abbreviated countries (**the U.K.**)
 groups of islands
 mountain ranges
 oceans and rivers
 newspapers

Don't use *the* for:

non-abbreviated countries
 single islands
 single mountains
 lakes
 magazines

Task B. Now answer these questions. At the same time look for extra rules to add to the lists above.

- 1 What's the largest desert in the world? _____
- 2 Which mountain range lies between France and Spain? _____
- 3 Where can you find the Mona Lisa? _____
- 4 What's the largest freshwater lake in the world? _____
- 5 Which river runs through Paris? _____
- 6 Where in London can you find the statue of Eros? _____
- 7 Which magazine is read by men all over the world? _____
- 8 What's the highest mountain in the world? _____
- 9 Which is the smallest continent? _____
- 10 Which are the two main newspapers in Britain? _____
- 11 Which group of islands does Jamaica belong to? _____
- 12 What's the capital of Afghanistan? _____

- 13 Which river runs through Rome? _____
- 14 Where in London is the department store Selfridge's? _____
- 15 Which is the largest island in the world? _____
- 16 Give two different names for the most powerful country in the Western world. _____
- 17 How can we refer to the years 1990-1999? _____

1.7 zero article

- With uncountable nouns used in a general sense:

Nothing succeeds like (0) success.

(0) Information is (0) power.

(0) Unity is (0) strength.

- Before unspecified plural nouns:

(0) People often distrust (0) politicians.

- Before the names of places and people:

(0) Oxford (0) Singapore (0) Dr Schweitzer (0) President Lincoln

Task A. Complete the blanks with *a / an, the* or *0*.

FERRARI

0 Enzo Ferrari's death in August 1988 was (1) _____ sad occasion. However; it did release (2) _____ Ferrari from (3) _____ grip of his idiosyncratic ways and enabled (4) _____ firm to move into (5) _____ new era.

(6) _____ appointment of Luca di Montezemoto in December 1991 was (7) _____ beginning of (8) _____ series of (9) _____ changes. His aim was to invest in (10) _____ research and (11) _____ development and to bridge (12) _____ gap between (13) _____ racing and production car businesses. He also introduced (14)

_____ sponsorship, although (15) _____ constructor still has fewer names on its cars than (16) _____ other teams (17) _____ CEO is steering (18) _____ narrow course between modernizing (19) _____ company while trying to avoid diluting (20) _____ mystique that makes (21) _____ marque so great.

1.8 Gender. Male and female word forms

- There is no grammatical gender for nouns in English. Though there can be exceptions we use only *he* and *she* to refer to people and *it* to refer to everything else. It is the pronouns, not the nouns, that tell us whether the reference is to male or female:

He is the person you spoke to. She is the person you spoke to.

- We still have a few male and female word forms (*man/woman*) and a few *-ess* endings that refer to females: *waiter/waitress*, *lion/lioness*. In the case of people, this *-ess* ending is becoming rare. In the interests of sexual equality, words like *author* and *manager* refer to both sexes, rather than using '*authoress*' or *manageress* for a woman.

Task A. Supply the missing words. Refer to this list as little as possible.

actress	cows	hens	mares	prince	sister
aunt	daughter	heroine	nephew	queens	sow
bachelor	female	heiress	nieces	ram	spinster
bridegroom	goddess	lionesses	nuns	saleswoman	uncle
waitress	widower				

- John's *brother* is a bank clerk and his ___sister___ is a nurse.
- My *aunt* is very nice and my_____ has a wonderful sense of humour.
- My _____ is a little boy of four; my *niece* is a little girl of two.
- My father's *brother* and *sister* have never married. He's still a ___and she's a ____ .

- 5 These days, few men become **monks** and few women become _____ .
- 6 There is only one **bull** in the field, but there are dozens of _____ .
- 7 The **cock** crows at dawn and wakes up all the _____ .
- 8 The **stallion** is in a separate stable from the _____ .
- 9 We call the **boar** Henry and we call the _____ Jemima.
- 10 The **ewes** look quiet enough, but I don't like the look of that _____ .
- 11 Tony is an **actor** and his wife is an _____ .
- 12 John and Jane work in a restaurant; he is a **waiter** and she is a _____ .
- 13 In fairy tales the handsome _____ usually marries the beautiful **princess**.
- 14 We went to a wildlife park and saw a lot of **lions** and _____ .
- 15 In mythology, Mars is the **god** of war; Diana is the _____ of hunting.
- 16 Katerina is the _____ to her father's fortune.
- 17 Why does everyone expect the **hero** of the story to marry the _____?
- 18 A **widow** can often manage much better on her own than a _____ .
- 19 A _____ won the award for most sales this month; a **salesman** came second.
- 20 When you look at fish, it's often difficult to distinguish between **male** and _____.
- 21 Very few people know the names of the **kings** and _____ of England.
- 22 I took a photo of the **bride** and _____ at the wedding.
- 23 The Smiths have a **son** called Robert and a _____ called Jill.
- 24 My **uncle** and _____ are over here from Canada.
- 25 I enjoy being an uncle. I have two _____ and three **nephews**.

1.9 Identifying masculine and feminine through pronouns: 'He/She is a student.'

- The word forms **man** and **woman** tell us that the reference is to male and female but with most nouns that refer to people, we don't know whether the reference is to

male or female until we hear the pronoun:

My **neighbour** has just bought a new shed for his garden.

My **neighbour** is always telling us about her famous son.

- Other typical nouns like these are as follows:

adult	dear	lawyer	person	speaker	visitor
artist	doctor	musician	pupil	spouse	writer
child	foreigner	orphan	relation	stranger	
cook	friend	owner	relative	student	
cousin	guest	parent	scientist	teacher	
darling	journalist	passenger	singer	tourist	

Task A. Supply the correct pronouns in these sentences.

- 1 When I saw the doctor she told me to go back and see her again next week.
- 2 Jennifer is a fine musician. _____ plays in the Philharmonic.
- 3 My lawyer told me _____ would ring me when he had the information I wanted.
- 4 Your visitor left _____ glasses behind when he came here yesterday.
- 5 Professor Myers is a brilliant scientist. _____ should be given the Nobel Prize for her work.
- 6 Mrs Carter, our English teacher, really knows _____ grammar!
- 7 The artist, Rembrandt, painted several pictures of _____ wife.
- 8 Anton Schmidt works as a cook at a large hotel. _____ is famous for his cooking.
- 9 How would you describe her? – Well, _____ is a student of about 18.
- 10 How do you know this passport belongs to a woman? -The owner has _____ photo in it.
- 11 My daughter works as a journalist and _____ has been very successful.
- 12 You don't know _____ so you should begin your letter 'Dear Madam'.

1.10 The genitive

- We use the 's structure to express the relationships between nouns:

possession

John's briefcase, Mr Smith's office

relationships

my wife's name, his brother's success

duration and time

a month's holiday, yesterday's papers, this year's results

- 's can be used to show that something belongs to or is associated with a place or an organization:

New York's Fifth Avenue

Amsterdam's canals

Moscow's Red Square

the board's decision

the company's profits

the bank's important clients

- 's is added to a noun that specifies a part of an object or a quality it has:
the car's design the computer's memory the plane's wing

- We generally omit the noun after 's when referring to work-places, shops, and houses:

the doctor's rather than *the doctor's surgery*

my mother's rather than *my mother's house*

Task A. What could we use in place of the words in brackets?

- 1 Your mother has gone to (the shop owned by the hairdresser) the hairdresser's .
- 2 I'll meet you at (the shop owned by the chemist) _____ .
- 3 I'm going to spend the night at (the house owned by my aunt) _____ .
- 4 We were married in (the church dedicated to St Andrew) _____ .
- 5 I bought this at (the department store owned by Marks and Spencer) _____ .

Task B. Put in compounds and 's and s' constructions in this story.



MIND YOUR SKIN!

We have become very conscious of conservation these days. A lot of people won't buy any goods made from (skins of animals) animal skins. In many parts of the world, it is now unthinkable for a person to dress in (a coat made of the skin of a leopard)(2) _____. We realize that (the wildlife of the earth)

- 3) _____ needs protection. This affects such things as (clothing worn by children) (4)

_____ and (coats worn by ladies)(5) _____. If (a fur coat worn by an actress) (6) _____ attracts admiration these days, it is probably created from man-made materials. Of course, we still farm animals for their skins, but the notice I saw in a shop recently must have been (the revenge of the crocodiles)(7)_____. It was selling crocodile-skin bags and offering the following service: ('skins of customers')(8) _____ made up'!

2 ADJECTIVES

<i>My wallet is black.</i> <i>I've lost a black wallet.</i> <i>I've lost a black leather wallet.</i>	<ul style="list-style-type: none"> Adjectives give more information about a noun
<i>The boss was late.</i> <i>The students were late, too.</i>	<ul style="list-style-type: none"> Singular and plural are the same.
<i>She's a really nice person.</i> <i>It's very cheap.</i>	<ul style="list-style-type: none"> Use very or really to make an adjective stronger.

		Comparative	Superlative
Short adjectives			
one syllable	<i>cheap</i>	<i>cheaper</i>	<i>the cheapest</i>
two syllables	<i>early</i>	<i>earlier</i>	<i>the earliest</i>
Long adjectives			
two syllables	<i>careful</i>	<i>more careful</i>	<i>the most careful</i>
more syllables	<i>difficult</i>	<i>more difficult</i>	<i>the most difficult</i>
Irregular			
	<i>good</i>	<i>better</i>	<i>the best</i>
	<i>bad</i>	<i>worse</i>	<i>the worst</i>

- Some adjectives of two syllables can make their comparative and superlative either with **-er/-est** or with **more/most**:

<i>stupid</i>	<i>polite</i>	<i>common</i>	<i>gentle</i>	<i>narrow</i>	<i>clever</i>
<i>friendly</i>	<i>pleasant</i>	<i>happy</i>	<i>quiet</i>	<i>expensive</i>	<i>simple</i>

- When there are two or more adjectives in a sentence, they usually go in the following order:

	Opinion/ Quality Adjectives	Fact Adjectives							
		<i>size</i>	<i>age</i>	<i>shape</i>	<i>colour</i>	<i>origin</i>	<i>material</i>	<i>used for/be about</i>	<i>noun</i>
<i>It's a</i>	<i>fantastic</i>	<i>small</i>	<i>new</i>	<i>round</i>	<i>red</i>	<i>Swiss</i>	<i>plastic</i>	<i>alarm</i>	<i>clock</i>
<i>This/That</i>	<i>fashionable</i>			<i>tiny</i>	<i>grey and white</i>	<i>Italian</i>	<i>cotton</i>		<i>dress</i>
<i>A/An</i>	<i>valuable</i>	<i>large</i>	<i>antique</i>			<i>French</i>	<i>handmade</i>		<i>table</i>
<i>Some</i>	<i>stylish</i>				<i>black</i>		<i>leather</i>		<i>boots</i>

- Ordinal numbers (first, second, third, etc.) go before cardinal numbers (one, two, three, etc.)

*e.g. the **first two** weeks*

- We do not usually use a long list of adjectives before a single noun. A noun is usually described by one, two or three adjectives at the most.

*e.g. a **modern technological** progress*

Task A. Look at each advertisement and write the information in a single sentence.

- This game is new. It's for the family. And it's exciting.

This is an exciting new family game.

1 This computer is for business. It's Japanese. And it's powerful.

2 This fire is electric. It's excellent. And it's small.

3 These doors are aluminium. They're for your garage. And they are stylish.

4 These shoes are modern. They're for sports. And they're wonderful.

5 This comedy is American. It's for television. And it's terrific.

6 This phone is mobile. It's German. And it's very good.

Task B. Put the adjectives (in brackets) in the correct order in the spaces.

- 1 I'll be in Kharkiv in the _____ weeks in June. (two, first)
- 2 The _____ days of the holiday were awful! (last, three)
- 3 There was a lot of fighting in the _____ days of the war. (few, last)
- 4 Why don't we have a break in the _____ weeks of May? (middle, two)
- 5 The _____ survivor of the air crash has died. (remaining, last)

2.1 Comparative and superlative patterns

2.1.1 Less and least

- *Less* and *least* are the opposites of *more* and *most*. We use *less* and *least* with both *long* and *short*. e.g. *A bus is less expensive than a taxi.*

(= *A bus is cheaper than a taxi.* / *A bus isn't as expensive as a taxi.*)

I feel better today, less tired. I'm the least musical person in the world, I'm afraid.

We go out less often these days. You should do less work. You do too much.

2.1.2 Much faster

- We can put a word or phrase (e.g. *much, far, a bit*) before a comparative to say how much faster, cheaper, etc something is. Look at these examples.

It's much faster by tube.

A bus is far cheaper than a taxi.

This bed is a bit more comfortable.

Business is rather better this year.

I got up a little later than usual.

This month's figures are slightly less good.

I'll need a lot more water.

A computer will do it much more efficiently.

- Before a comparative we can use *much, a lot, far; rather; slightly, a bit, a little*.
- We can also use *no* and *any*. *No* has a negative meaning.

Your second throw at the basket was no nearer than your first.

- We can use **any** in negatives and questions and with **if**.

*Your second throw wasn't any nearer **than** your first.*

*Are you sleeping **any** better since you've been taking the pills?*

*If we leave **any** later than seven, we'll get caught in the rush hour.*

2.1.3 Faster and faster

- We use expressions like **faster and faster** and **more and more** expensive to say that something is increasing all the time.

*The caravan was rolling **faster and faster** down the hill.*

*The queue was getting **longer and longer**.*

*Prices go up and up. Everything gets **more and more** expensive.*

- The form depends on whether the comparative is with **-er** (e.g. **louder**) or with **more** (e.g. **more** expensive).
- We can also use **less and less** for something decreasing.

*As each new problem arose, we felt **less and less** enthusiastic.*

2.1.4 The faster, the better

- We use this pattern to say that a change in one thing goes with a change in another. Look at these examples

*There's no time to lose. **The faster** you drive, **the better**.*

***The higher** the price, **the more reliable** the product.*

***The more** the customer complained, **the ruder** and **more unpleasant** the manager became.*

***The sooner** we leave, **the sooner** we'll get there.*

2.1.5 As... as

- We use **as... as** to say that things are equal or unequal.

*Our office is **as big as** yours. (They are the same size.)*

*His qualification is **as high as** hers. (They are the same level.)*

In a negative sentence we can also use **so...as**, but this is less common than **as... as**.

*This office **isn't as big as/so big as** our old one.*

*The tax cut **isn't as big as** the price rise.*

Here are some more examples of **as ... as**.

*I don't earn **as much** money **as** I'd like.*

*Changing the rules may do **as much** harm **as** damage.*

Note: also **the same as**.

*The result of the competition was **the same as** last year.*

Task A. Complete the sentences. Use *less* with these words:

attractive, busy, convenient, nervous, optimistic, painful, seriously

- Laura once hated flying, but now she feels **less nervous** about it.
- 1 David says his leg really hurt at first, but now it's _____.
 - 2 Mark and Sarah normally have lots to do, but they're _____ this week.
 - 3 Rita's old flat was near the shops. Her new place is _____ for shopping.
 - 4 Claire used to think Henry was very handsome, but now she finds him _____.
 - 5 Matthew is always exercising. Maybe he should take his fitness _____.
 - 6 With United's best players injured, Tom feels _____ about their chances.

Task B. Decide what to say. Use a phrase like *a bit better* or *a lot colder*.

- You were feeling unwell earlier. Say that you feel better now. A bit, anyway.

I feel a bit better now.

- 1 Mention that yesterday was colder than today. A lot colder, in fact.

- 2 Say that your coat is longer than is fashionable. A bit, anyway.

- 3 You left work earlier than usual this afternoon. Slightly, anyway. Tell your friend.

- 4 Say that the shop is more expensive than the supermarket. Much more.

- 5 Ask if the new machine is reliable - any more so than the old one.

Task C. Vicky works very hard at her studies, but she's worried that she's making no progress. Complete her sentences.

- This subject gets *harder and harder* (hard) all the time.
- I'm just getting *more and more confused* (confused).

- 1 It's becoming _____ (difficult) for me to keep up.

- 2 The textbook just gets _____ (complicated).

- 3 I spend _____ (more) time on my work.

- 4 My list of things to do gets _____ (long).

- 5 My problems are just getting _____ (bad).

Task D. Complete each sentence using the information in brackets.

- (The rent is high.) The bigger a flat is, *the higher the rent is*.
- (You learn quickly.) The younger you are, *the more quickly you learn*.

1 The roads are quiet.) The earlier you leave, _____

2 (The choice is wide.) The bigger a supermarket is, _____

3 (I get confused.) The more I try to work this out, _____

4 (You can speak fluently.) The more you practise, _____

5 (The beaches get crowded.) The better the weather is, _____

3 NUMERALS

- Numerals include all numbers, whether as words or as digits. They may be divided into two major types.

CARDINAL numerals include words like:

nought, zero, one, two, 3, fifty-six, 100, a thousand

ORDINAL numerals include

first, 2nd, third, fourth, 500th

- We classify numerals as a *subclass of nouns* because in certain circumstances they can take plurals:

five twos are ten
he's in his eighties

- They may also take *the*:

the fourth of July
a product of the 1960s

- And some plural numerals can *take an adjective* before them, just like other nouns:

the house was built in the late 1960s
he's in his early twenties
the temperature is in the high nineties

- In each of the examples, the numerals occur independently, that is, without a noun following them. In these positions, we can classify them as **a type of noun** because they behave in much the same way as nouns do. Notice, for example, that we can replace the numerals in our examples with common nouns:

<i>he is in his eighties</i>	<i>he is in his bedroom</i>
<i>the fourth of July</i>	<i>the beginning of July</i>
<i>a product of the 1960s</i>	<i>a product of the revolution</i>

- Numerals do not always occur independently. They often occur **before** a noun, as in

one day
three pages
the fourth day of July

In this position, we classify them as determiners.

CARDINAL NUMERALS

Mathematical form	Literal form
0	zero; naught; null
1	one
67	sixty-seven
589	five hundred and eighty-nine
310 533	three hundred ten thousand five hundred and thirty-three
1 000 000	one/a million

Note

In addition to being numerals determining nouns, cardinal numerals may also work as:

1. adjectives
2. nouns
3. numeral "**one**" can also be a pronoun

ORDINAL NUMERALS

Mathematical form/position	Literal expression
1st	first
2nd	second
3rd	third
4th	fourth
20th	twentieth
21st	twenty-first
137th	one hundred and thirty-seventh

Note

In addition to being numerals determining nouns, ordinal numerals may also work as:

1. adjectives
2. nouns
3. adverbs

FRACTIONAL NUMERALS

Fractional numeral is used to express parts of a whole. Commonly, it takes two forms:

1. COMMON FRACTION

Works according to the formula: *Wholes + Numerator/Denominator*

Example: $1 \frac{2}{3}$ = (is equal to or means) one (whole) and/plus two thirds

Note the "s" added to the denominator: "thirds".

2. DECIMAL NUMBERS

Work according to the formula: *Whole numbers (point) decimals*

Example: 12.15 = (is equal to or means) twelve fifteen, or twelve point fifteen

TECHNICAL (SCIENTIFIC) NUMERALS

Technical numerals are a new, needed addition due to technological development. Few of the most common forms are summarily presented in the following table:

Number	Notation (symbol)	Name
$10^{-12} = 0.000\ 000\ 000\ 001$	p	pico
$10^{-9} = 0.000\ 000\ 001$	n	nano
$10^{-6} = 0.000\ 001$	μ or u	micro
$10^{-3} = 0.001$	m	milli
$10^3 = 1000$	K	kilo
$10^6 = 1\ 000\ 000$	M	mega
$10^9 = 1\ 000\ 000\ 000$	G	giga
$10^{12} = 1\ 000\ 000\ 000\ 000$	T	terra

Grammar Comment

3.1 Difficulties in spelling

four *BUT* forty, fortieth
 five *BUT* fifteen, fifty, fifth
 eight *BUT* eighth
 nine *BUT* ninth
 twelve *BUT* twelfth
 thirty *BUT* thirtieth

There is a hyphen between tens and digits, e.g. twenty-two, one hundred and eighty-seven

3.2 General remarks about cardinal numbers

- a. 1,000,000,000 is a thousand million in British English, and a billion in American English. The American way of reading the number 1,000,000,000 is getting more and more common.
- b. A comma is used instead of spaces or dots to separate the thousands. Spaces are possible in British English only.
- c. In British English we say 'and' after the word 'hundred', e.g. 113 - *one hundred and thirteen*; 320,000 - *three hundred and twenty thousand*
- d. 'A' before 'hundred', 'thousand', 'million' etc. is more popular than 'one' if these numbers stand alone, e.g. 100 - *a hundred*.

Otherwise 'one' is more popular, e.g. 1,140 - one thousand one hundred and forty

- e. In bigger numbers, we put 'and' before the tens when the hundreds are missing,
e.g. *We have the year two thousand and five.*
- f. Round numbers between 1,100 and 1,900 are often read 'fifteen hundred',
'eighteen hundred' etc.
- g. 12 is a **dozen**; 20 is a **score**; 60 is **threescore**; 144 is a **gross**
- h. anything above **1** is already plural in English, e.g. 1.5 litres of water
- i. centuries are given in **Arabic** numbers, e.g. we live in 21st century.

3.3 Fractions

$\frac{1}{2}$ - a half

$2\frac{1}{2}$ - two and a half

$\frac{1}{4}$ - a quarter

$\frac{3}{4}$ - three quarters (three fourth)

$\frac{1}{8}$ - one eighth (an eighth)

$\frac{7}{8}$ - seven eighths

3.4 Decimals

NB: in English a '**point**', not a comma, is used in decimal fractions!

We read the digits **after the point s e p a r a t e l y**.

0.5 - oh (OR: nought) point five

2.5 - two point five

0.75 - oh point seven five

15.735 - fifteen point seven three five

3.5 Ways of saying the number 0

- generally, the figure '0' is usually called 'nought' in BrE, and 'zero' in AmE.
- in a series of numbers (such as a credit card number or telephone number) you can pronounce 0 like the letter *o*;
- in mathematics, science, and technical contexts say nought or zero (sometimes also 'cipher');
- in temperatures say *zero* to refer to freezing point (0 Celsius or -32 Fahrenheit);
- in sports for scores of *0* say nil (*BrE*), zero or nothing (*AmE*) (in tennis say love - originally from French [*'oeuf*] – egg).

3.6 Ordinal numbers

- a. The article '*the*' normally precedes ordinal numbers, e.g. *the seventh day of the week*.
- b. to make the pronunciation easier, we put /ɪ / before the '*th*' ending,
e.g. 30th - [*'θə:tiθ*]
- c. We use the ordinal numbers, preceded by 'the', in titles of kings in spoken English, e.g. Elizabeth the Second

3.7 Saying the numbers of years

1066 - ten sixty-six

1605 - sixteen oh five

1776 - seventeen seventy-six

1900 - nineteen hundred

2000 - (the year) two thousand

2001 - two thousand and one OR twenty oh one

We *don't say 'year'* after the number, we may say 'the year 2005' but **before the number**.

3.8 Dates

a. We have two ways of saying the dates, e.g. *10 March*

- *the tenth of* March (3 elements added in spoken English!) - British English
- March (*the*) *tenth* (2 elements added in spoken English!) - American English

b. BC - Before Christ - after the date;

AD - Anno Domini, or in the year of the Lord - before or after the date;

c. If we write dates in numbers only, we often use **slashes**, not dots, e.g. 3/11/99.

Note: we do *not* use '0' before single digits.

d. in American English the month comes before the day, e.g. 5/3/94

5th March in Britain

3rd May in the USA

3.9 Weights

a. 'hundredweight' (GB=50.80 kg; US=45.36 kg) or 'stone' (6.53 kg) has no plural form

3.10 Telling the time

a. There are 3 ways of telling the time:

- **the informal (e.g. *at home*)**

6.10 - ten past six (in the morning)

7.03 - three minutes ***past*** seven (in the morning); *AmE* also: three minutes ***after*** seven

8.55 - five to nine (in the morning)

9.49 - eleven minutes to ten (in the morning)

10.30 - half past ten (in the morning) - sometimes even 'half ten'

11.15 - a quarter past eleven (in the morning)

12.00 - noon OR midday

18.45 - a quarter to seven (in the afternoon); *AmE* also: a quarter of seven

20.00 - eight (o'clock) (in the afternoon)

24.00 – midnight

- **the quite formal (e.g. *on the radio*)** - the 12-hour clock

7.03 - seven oh three

12.00 - twelve a.m.

20.00 - eight p.m. OR twenty (hundred) hours

24.00 - twelve p.m.

- **the formal (e.g. *for timetables*)** - the 24-hour clock

6.10 - six ten

10.30 - ten thirty

18.45 - *eighteen forty-five*

- b. The word 'minutes' is used ONLY for the number of minutes which is not divisible by 5. With uneven numbers we mustn't omit it however.
- c. We never use 'o'clock' together with 'a.m. ' or 'p.m. '.

3.11 Money

- a. we put the symbols before the number, e.g. \$200, €500.
- b. \$46.80 is read forty-six dollars eighty cents; £25.16 - twenty-five pounds sixteen pence
- c. *a quid* = £1 (one pound in money); *a dime* - a coin in the US and Canada worth ten cents; *a nickel* –a coin of the US and Canada worth 5 cents; *a quarter* - a coin of the US and Canada worth 25 cents; *kilo* - often means 'a thousand'; in informal contexts 'pound' is not pluralized.

3.12 Telephone / room etc numbers

- a. They are read *separately*, e.g. Room 106 - *room number one oh six*.
- b. 'Oh' is used in British English, whereas 'zero' is used in American English.
- c. shortenings in British English: 22 - double two; 999 - triple nine etc. (American English: 22 - two two)

4 PRESENT SIMPLE

General truths	<i>The left-hand side of the brain controls the left-hand side of the body.</i>
Current habits	<i>I don't always go to lectures that are early in the morning.</i>
Permanent situations and states	<i>Robert teaches French at the local education centre.</i>
Telling jokes and other informal stories	<i>So, a man goes to see his psychiatrist...</i>

Live sports commentary	<i>Adams passes to Kareshi. It's a goal!</i>
Newspaper headlines	<i>HAWKING WINS NOBEL PRIZE</i>
Reviews and summaries	<i>The film ends with us not knowing whether they have been successful or not.</i>
Instructions and directions	<i>You turn left at the end of the road and the school is up ahead.</i>
Proverbs and sayings	<i>Too many cooks spoil the broth.</i>
The future (for fixed events)	<i>Term ends on the 21st of December.</i>
The future (in time clauses)	<i>I'll be so relieved when I finish the crossword.</i>

4.1 Emphatic present simple

To emphasize contrast	<i>Adam doesn't know much about psychiatry but he does know much about psychology.</i>
To emphasize strong feeling	<i>I do like playing word games!</i>

Words and phrases often used with present simple

<i>always</i>	<i>often</i>	<i>seldom</i>	<i>nowadays</i>	<i>much of the time</i>
<i>usually</i>	<i>sometimes</i>	<i>never</i>	<i>these days</i>	<i>from time to time</i>
<i>generally</i>	<i>rerally</i>	<i>whenever</i>	<i>most</i>	<i>It's / That's the last time</i>

Task A. Write the verb in brackets in present simple in each gap.

- 1 Darren _____ usually _____ (*get*) home until about eight o'clock.
- 2 You _____ (*go*) to the end of the street and _____ (*turn*) right.
- 3 Why _____ ice _____ (*float*)?
- 4 _____ you often _____ (*order*) things online?
- 5 Beckham _____ (*have*) control of the ball... It's Beckham...And he _____ (*score*)!
- 6 A good brand _____ (*guarantee*) a certain level of quality to customers.
- 7 The legislation _____ (*come*) into force on 1 January.

Task B. Read John's diary entry. Find and correct ten mistakes in the use of the present simple. The first mistake has already been corrected.

	<i>never have</i>
	<i>I'm so tired. I have never time to relax. I work all day and studies all night.</i>
	<i>My boss tell me that I need a holiday. I agree but I afraid to take one. Does</i>
○	<i>my boss think that the office can function without me? I don't want them to</i>
	<i>think I'm not necessary. But my wife is unhappy, too. She complain that she</i>
	<i>never sees me any more. My schedule are crazy. I don't think I can keep this</i>
	<i>up much longer. I don't wants to give up evening classes, though. I think</i>
	<i>often that there has got to be a better way.</i>

5 PAST SIMPLE

Single completed actions	<i>Sony and Philips invented the CD in the early 1980s.</i>
Repeated or habitual actions in the past	<i>We moved house a lot when I was a kid.</i>
Generals truths about the past	<i>Early clocks were usually unreliable.</i>
Permanent states and situations about the past	<i>Did the ancient Egyptians have more advanced technology than other civilisations?</i>
The main event in a story	<i>Frank turned on the TV and sat on the sofa.</i>
The present (in conditional sentences)	<i>If we didn't have the computers, what would the world be like?</i>
The present (after wish, it's time, would rather, etc)	<i>I would rather Michael didn't waste so much time playing video games.</i>

5.1 Emphatic past simple

To emphasize contrast in the past	<i>Perhaps our grandparents didn't have e-mail, but they didn't have the telephone and telegrams.</i>
-----------------------------------	--

To emphasize strong feeling in the past *I **did enjoy** our visit to the Science Museum last summer.*

5.2 used to

Past habits and states, particularly for the distant past. *It **used to seem** strange to be able to communicate over long distances.*

Task A. Complete the gaps with an irregular verb in the past simple tense.

Choose from:

<i>be</i>	<i>drive</i>	<i>get</i>	<i>hear</i>	<i>lose</i>	<i>ring</i>	<i>take</i>
<i>beak</i>	<i>eat</i>	<i>give</i>	<i>hold</i>	<i>make</i>	<i>run</i>	<i>think</i>
<i>buy</i>	<i>feel</i>	<i>go</i>	<i>know</i>	<i>put</i>	<i>say</i>	<i>write</i>
<i>come</i>	<i>find</i>	<i>have</i>	<i>let</i>	<i>read</i>	<i>sleep</i>	

Note: you will need to use some words more than once:

THE FUNNY NOISE

Dear Ethel,

I am writing to you to tell you about something that happened yesterday. I (1)_____ at the usual time – about 10 am – (2)_____ a shower and (3)_____ breakfast. I (4)_____ a big bowl of cereal and some toast and watched TV for a while. Then I (5)_____ into the kitchen where I (6)_____ a funny noise. I (7)_____ it (8)_____ from behind the cooker out of the way. I (9) _____ got my toolbox and moved the cooker out of the way.

The noise (10)_____ louder but I couldn't see anything. I (11)_____ my uncle to ask his advice. He (12)_____ that he (13)_____ it could be a gas leak. When I (14)_____ this I just panicked! I (15)_____ the phone down, (16)_____ outside, (17)_____ in my car and (18)_____ to the local police station. I

(19)_____ about my gas leak but the constable (20)_____ his patience with me. He (21)_____ that I should have phoned the gas company. He (22)_____ his report then (23)_____ the gas company for me.

Then I remembered that my house doesn't have gas – only electricity. I (24)_____ really stupid and (25)_____ that the constable would be angry with me for wasting his time, so I (26)_____ out of the police station while he (27)_____ still on the phone. I (28)_____ home to try to find out what the noise (29)_____. On the way I (30)_____ a newspaper and I (31)_____ about the escape of llama that (32)_____ out of the city safari park last Wednesday.

When I (33)_____ home I (34)_____ my key on the door, turned it, (35)_____ inside and straight away (36)_____ that funny noise again. I (37)_____ my breath and opened the door slowly. Guess what? I (38)_____ the llama hiding in my cupboard! I (39)_____ him stay and he (40)_____ in my garden last night. The snoring (41)_____ so loud! This morning I (42)_____ him back to the safari park. They (43)_____ really pleased to see him again and (44)_____ me a reward of £50!

Hope you are well. Write soon and let me know how you are. Your friends

A l a n

Task B. Write true sentences, and change the form of the verb.

What made these people famous?

Example: John Logie Baird gave the first public demonstration of television in 1926.

1 John Logie Baird | invent | the first flight in 1903.

2	The Wright brothers	discover	radium in 1902.
3	Neil Armstrong	make	the first commercial sewing machine in 1851.
4	Isaac Newton	patent	on the surface of the moon in 1960.
5	Gutenberg	give	the printing press in 1434.
6	Pierre and Marie Curie	land	the first public demonstration of television in 1926.

Task B. Read part of a student's diary. Find and correct eight mistakes in the use of the past simple. The first mistake has already been corrected.

○	
	<i>enjoyed</i>
	<i>Today in class we read a poem by Robert Frost. I really enjoy it. It was</i>
	<i>about a person who choosed between two roads in a forest. Before he made</i>
	<i>his decision, he spends a lot of time trying to decide which road to follow.</i>
	<i>Many people thought the person were Frost. In the end, he take the road</i>
	<i>that was less travelled on. He decided to be a poet. That decision change his</i>
	<i>life a lot.</i>
	<i>Sometimes I feel a little like Frost. Two years ago I decided to come to</i>
	<i>this country. That were the biggest decision of my life.</i>

6 The FUTURE (*will*)

Predictions	<i>It looks as if Jake will lose his job.</i>
Future facts	<i>The factory will open in July.</i>
Decisions made at the moment of speaking	<i>I know! I will ask for a pay rise tomorrow.</i>
Offers	<i>I'll help you with the advertising campaign.</i>
Promises	<i>I promise you you won't lose your job.</i>
Requests	<i>Will you give a presentation on the sales figures?</i>

Refusals (*won't*)

*No, I **won't give** a presentation on the sales figures.*

6.1 British English vs American English Grammar

In British English, *shall* is sometimes used with *I* and *we* in place of *will*.

- *I **shall** be in tough again soon.*
- *I **will** be in tough again soon.*

6.2 be going to

Predictions based on present evidence *Look at that wall. It looks as if it's **going to** fall down.*

Intentions *I'm **going to get** my degree, then **get** a well paid job.*

- We use *going to* when there is external evidence for a future event and *will* when we state our own intuitions:

*Look at those clouds – it's **going to** rain.*

*I expect he'll **want** to stay in the best hotel. (I know what kind of person he is)*

Task A. Fill in the gaps with *will* or *be going to*.

- 1 Sonia looks like she _____ fall asleep right now.
- 2 What _____ the office of 2020 be like?
- 3 I think house prices _____ fall in about six months.
- 4 The airline industry _____ cut costs in the near future.
- 5 I'm sure you _____ enjoy your visit to our Head Office.

Task B. Making offers. How could you offer to help in these situations?

Example: 'It's too far to the station. ' - 'I'll give you a lift if you like.'

- 1 'It's really hot and stuffy in here. ' _____

- 2 'I don't understand this English and it needs translating. ' _____
- 3 'This desk is too heavy. I can't move it. ' _____
- 4 'Damn! I've missed the last bus. ' _____
- 5 'I don't know how I'm going to find time to prepare any slides. ' _____

Task C. Read this email message to *Professor Fox*. Find and correct nine mistakes in the use of the future with *will* and *be going to*.

Re: Travel Plans
<i>won't</i>
<i>Harry – I'm sorry that we will not be able to get together in London. Martha</i>
<i>will misses you, too. Perhaps we can get together sometime next month.</i>
<i>Martha and I am going to be in Birmingham until 15 July. After that, we are</i>
<i>going visit our son in Brighton. His wife is pregnant and will have a baby in</i>
<i>July. It's hard to believe that we going to be grandparents!</i>
<i>How exciting that you going to talk at the conference! I'm sure it will be</i>
<i>great.</i>
<i>I've got to run now. The sky is getting really dark and there'll be a storm. I</i>
<i>want to get out of this office before then. More later. Greg.</i>

7 the verb (*be*)

Present form of *be*

Affirmative

I am
you are
he
she is
it
we
you are
they

Negative

I am not
you are not
he
she is not
it
we
you are not
they

Question

am I ?
are you?
he?
is she?
it?
we?
are you?
they?

CONTRACTIONS

'm = am 're = are isn't = is not aren't = are not 's = is

Past form of *be*

Affirmative

I	was
you	were
he	
she	was
it	
we	
you	were
they	

Negative

I	was not
you	were not
he	
she	was not
it	
we	
you	were not
they	

Question

was	I ?
were	you?
	he?
was	she?
	it?
	we?
were	you?
	they?

CONTRACTIONS

wasn't = was not

weren't = were not

Future form of *be*

Affirmative

I	shall/ will	be
you	will	
he she it	will	
we you they	shall/will will	

Negative

I	shall/will	not	be
you			
he she it	will		
we you they	shall/will will		

Question

shall/will	I	be?
will	you	
will	he she it	
shall/will will	we you they	

CONTRACTIONS

won't = will not

shan't = shall not

Task A. Underline all forms of the verb *to be*:

TEACH YOUR BABY TO READ !

This headline has been seen in the newspapers this week. Every parent wants their baby to be a super-baby. It has been suggested that babies are faster and quicker

learners than adults believe they are. Babies were usually kept very quiet and some parents used to think that a good baby was a quiet baby. But now parents are told to speak and read a lot to very young children. Now teachers are saying that these children are learning faster than some of their classmates even when the children are as young as three or four years old. So if there is a young baby in your house, start today, and maybe in a few months time the baby will be reading this to you.

Task B. Fill in part of (*be*) in each of the spaces.

What do you want to (1) _____ when you grow up? What a silly question to ask a child! But it (2) _____ one if the commonest questions adults ask. The child doesn't know what (3) _____ possible. He cannot imagine all the different jobs that (4) _____ available to him in the modern world — thousands more than (5) _____ available to the silly adult asking the question. And how many more different kinds of jobs will there (6) _____ by the time the child (7) _____ an adult?

The child (8) _____ growing up in a world where we can never (9) _____ sure what (10) _____ round the next corner. And we expect him to (11) _____ sure about his or her future. No wonder many children answer, 'lorry driver'!

8 the verb (*have*)

Present form of *have*

Affirmative

I you we they	have
he she it	has

Question

do	I you we they	have
does	he she it	

Negative

No	I you we they	have not
	he she it	has not

CONTRACTIONS

I've = I have you've = you have he's = he has she's = she has
 we've = we have they've = they have

Past form of *have*

Affirmative

I	had
you	
we	
they	
he	
she	
it	

Question

did	I	have
	you	
	we	
	they	
	he	
	she	
	it	

Negative

No	I	did not have
	you	
	we	
	they	
	he	
	she	
	it	

CONTRACTIONS

hadn't = had not

Future form of *have*

Affirmative

I, we	will/shall have
you	will have
they	
he	
she	
it	

Question

will/shall	I, we	have
will	you	
	they	
	he	
	she	
	it	

Negative

	I, we	will/ shall have not
	you	will have not
Yes No	they	
	he	
	she	
	it	

CONTRACTIONS

won't have = will not have shan't have = shall not have

8.1 Common uses of '*have*' and '*have got*'

- We can use *have* and *have got* to say we own or possess something (*I have/I've got a car*).
- But note how we can extend this idea of 'possession':

I have/I've got a good dentist. I have/I've got an appointment at 4.30 etc.

Task A. Supply correct forms of *have* and *have got*. Give alternatives where possible.

- 1 Have you got a new car yet? **Do you have**
- 2 They _____ a nice apartment. _____
- 3 He _____ plenty of money. _____
- 4 She (not) _____ much patience. _____
- 5 I _____ a good accountant. _____
- 6 What _____ she _____ on last night? _____
- 7 They _____ no idea what to do. _____
- 8 _____ you _____ a better suggestion? _____
- 9 She _____ a temperature, I think. _____
- 10 We _____ a meeting in town today. _____

Task B. Put in the correct forms of *have* or *have got*.



OLE EZ

I work as a journalist and today I was lucky (1) to have an interview with Ezra Pryme, the famous English eccentric. I say 'lucky', because Ole Ez (as the locals know him)(2) _____ (not) much time for the human race and he rarely (3) _____ visitors. Ole Ez is very rich and he (4) _____ an immense country house with a large garden.

He (5) _____ a large family, but he never sees any of his children or grandchildren. 'I (6) _____ (not) any time for them, ' he says. Ole Ez (7) _____ the largest collection of Art Deco objects in the world, but he is the only one who ever sees them. I knocked at the door of the mansion at exactly 3 p.m. Ez's butler opened the door for me. I was led through a large hall which (8) _____ all sorts of paintings on the walls and then into a library. I waited for a while and at last a very short man appeared. He (9) _____ white hair and twinkling grey eyes. He (10) _____ a beautiful green velvet suit on and a pink bow tie. He also (11) _____ a smile on his face, which surprised me. As soon as he saw me, he held out his hand. Not expecting this, I hesitated for a moment. 'You can shake hands, ' he said 'I (12) _____ (not) any diseases! Mind the steps! ' he cried, leading me down some steep steps. 'I don't say that to all my visitors,

you know! '

9 THE SENTENCE

9.1 The basic word order of an English sentence is usually as follows:

subject	verb	object	adverbials		
			How?	Where?	When?
<i>I</i>	<i>mended</i>	<i>the fax</i>			<i>yesterday.</i>
<i>The employees</i>	<i>have gone</i>			<i>home.</i>	
<i>We</i>	<i>ate</i>	<i>our meal</i>	<i>in silence.</i>		

We also put the time reference at the beginning: *Yesterday I bought a hat.*

9.2 The forms of a sentence

A sentence can take any one of four forms:

- **a statement:** *The shops close / don't close at 7 tonight.* (declarative)
- **a question:** *Do the shops close at 7 tonight?* (interrogative)
- **a command:** *Shut the door. / Don't shut the door.* (imperative)
- **an exclamation:** *What a slow train this is!* (exclamatory)

9.3 Negative sentences

The word order in negative sentences is the same as in affirmative sentences.

Note, however, that in negative sentences we usually need an auxiliary verb:

subject	object	indirect object	direct object	place	time
I	will <i>not</i> give	you	any explanation	at the office	tomorrow.

In Standard English, two negatives in the English language destroy each other and are equivalent to an affirmative. For instance, '*I do not disagree*' could mean '*I certainly agree*'.

More examples:

- *They aren't going anywhere special. (NOT They aren't going nowhere special)*
- *She hasn't spoken to anyone yet. (NOT She hasn't spoken to nobody yet.)*
- *I opened the door, but I saw nothing. (NOT I opened the door, but I did not see nothing.)*

Task A. a Rewrite the sentences that don't make sense.

b Mark all the sentences in the exercise S V O to show Subject, Verb, Object.

- 1 Can't play John the game (S)John (V)can't play (O)the game.
- 2 Has set John Bailey a new high-jump record. _____
- 3 The passport examined the passport officer. _____
- 4 These booklets don't interest the clients. _____
- 5 The shop assistant is wrapping the parcel. _____
- 6 Have seen the visitors the new buildings. _____
- 7 My helper didn't send the email. _____
- 8 The pipe is going to fix the plumber. _____
- 9 Will the goalkeeper catch the ball? _____
- 10 Has the meal enjoyed the guest? _____

Task B. a) Arrange these words in the right order. Use a capital letter to begin each sentence.

b) Mark each rewritten sentence S V O M P T to show: Subject, Verb, Object, Manner (How), Place (Where?), Time (When?)

1 till 11 o'clock this morning | slept | the children

(S)The children (V)slept (T)till 11 o'clock this morning.

2 the papers | into the bin | he threw _____

3 I don't speak | well | English _____

4 hides | Mrs Jones | her money | under the bed _____

5 carefully | this suitcase | you didn't pack _____

6 on this shelf | I left | this morning | some money _____

7 from the bank | a loan | you'll have to get _____

8 the phone | in the middle of the night | woke me up _____

9 my term | begins | in October _____

10 your food | you should eat slowly _____

Task C. a Arrange these groups of words in the right order. Add (.), (?) or (!).

b Describe each sentence as a statement (S), question(Q), command (C) or exclamation (E).

1	the coffee don't spill	Don't spill the coffee	C
2	Today's papers have you seen	_____	___
3	to meet you how nice	_____	___
4	my umbrella where did you put	_____	___
5	arrived the train fifteen minutes late	_____	___
6	on time the plane won't arrive	_____	___
7	this electricity bill I can't pay	_____	___
8	for me please open the door	_____	___
9	the nearest hotel Where's he asked	_____	___
10	the bill can't pay I he cried	_____	___

9.4 Interrogative sentences

Interrogative sentences are used in asking questions:

auxiliary, modal, link-verb	subject	verb	object	short answer	
				subject	verb
Can	they	communicate	with the boss?	No, they	cannot.
Must	a man	plan	his work?	Yes, he	must.
May	a company	introduce	their method?	Yes, it	may.
Does	the agency	close	the office?	Yes, it	does.
Do	managers	discuss	a deal?	No, they	don't.
Will	the plants	need	much water?		
Is	he	a scientist?		Yes, he	is.
Shall	we	respect	his opinion?	No, we	shan't.
Did	you	travel	to Germany?	No, I	didn't.

The examples above are specifically **Yes/No Interrogatives**, because they elicit a response which is either *yes* or *no*.

- **Alternative Interrogatives** offer two or more alternative responses:

Should I telephone you or send an email?

Do you want tea, coffee, or espresso?

- **Yes/no** interrogatives and **alternative** interrogatives are introduced by an auxiliary verb.
- **Wh - Interrogatives**, on the other hand, are introduced by a **wh-** word, and they elicit an open-ended response:

Wh - word	auxiliary, modal, link-verb	subject	verb	object
How often	can	they	communicate	with the boss?
How	must	a man	plan	his work?
When	may	a company	introduce	their method?

Why	does	the agency	close	the office?
Where	do	managers	discuss	a deal?
How much water	will	the plants	need?	
Who	is		a scientist?	
Whose opinion	shall	we	respect?	
When	did	you	travel	to Germany?

Questions are sometimes tagged onto the end of a declarative sentence:

- *They are confident speaking English, aren't they?*
- *It's difficult to look after visitors, isn't it?*
- *He has given a sales presentation, hasn't he?*

These are known as **Tag questions**. They consist of a main or auxiliary verb followed by a pronoun or existential **there**.

Task A. Transform the following sentences into the interrogative.

- 1 It takes time. _____
- 2 We need a good deal. _____
- 3 You can mend my shoes for a living. _____
- 4 They could understand the problem. _____
- 5 My computer broke down. _____
- 6 There were many clients in the office. _____
- 7 There is a mistake in this schedule. _____
- 8 He has got an address book with him. _____
- 9 You were very cruel to animals. _____
- 10 It was nice to meet you in person. _____
- 11 There will be everything she wishes. _____
- 12 They got a bad reputation. _____
- 13 She practised to speak Italian. _____

14 I will work in Bristol.

15 She has good ideas for presents.

Task B. Put in *When?*, *Which?*, *Who?*, *Where?* or *Whose?*

What we believe depends on our view of the world. For example, if we ask, (1) 'When was America discovered? ', most of us would think of Christopher Columbus in 1492. But Chinese children learn that Hui Shen, a Buddhist monk, got to America 1000 year earlier than Columbus. (2) _____ was printing invented by and (3) _____ year was it invented? You immediately think of Gutenberg in 1436, but Chinese children learn that it was invented by Bi Shen in 1041.

(4) _____ invention is spaghetti? It's the invention of the Italians, you will say. Wrong again. The Chinese had it before them. (5) _____ and (6) _____ was the compass invented? Answer: in China in 200 B.C. (7) _____ was silk-making invented? Not in Persia, as you might think, but in China. (8) _____ was the first country to put a man into space and (9) _____ was he? The Soviet Union, you will say and the man's name was Yuri Gagarin. But according to the Chonses, Wan Hu made an Attempt long before Yuri. (10) _____ , do you think? – In A.D. 1500! He sat in a chair attached to 47 rockets, holding a giant kite which would help him return to earth. He never came back!

9.5 Imperative

Give directions and instructions

Turn left at the traffic lights.

Give orders and commands

Don't move!

Make requests (Use ***please*** in addition to the imperative form)

Please observe the safety rules at work.

Give advice or make suggestions

Read this instruction, please.

Give warnings

Be careful! Don't switch on the lights!!

Invite someone

Come and check the heating in the office.

We can make an imperative more polite or more urgent with **Do**. Compare:

- ordinary imperative: **Help yourself!**
- polite imperative: **Do help yourself!**
- Negative imperative: **Don't help yourself!**

You can say **Let's** ... when you want people to do things with you. **Let's = Let us**.
*It's a new machine! **Let's** a trained operator drive it.*
*There is no smoking here. **Let's** go out.*

Task A. Match each imperative with the correct situation.

Imperative	Situation
___ 1 Don't touch that!	a Someone is visiting a friend.
___ 2 Look both ways.	b Someone is giving out into the cold.
___ 3 Dress warmly!	c Someone is crossing a street.
___ 4 Don't bend your knees.	d Someone is taking an exam.
___ 5 Mark each answer true or false.	e Someone is exercising.
___ 6 Add a little more pepper.	f Someone is tasting some food.
___ 7 Come in. Make yourself at home.	g Something is hot.

Task B. Make these imperatives more polite or more urgent.

- 1 Have a cup of coffee. **Do have a cup of coffee.**
- 2 Stop smoking in the office! _____
- 3 Keep up to date with safety standards ! _____
- 4 Provide training to employees! _____
- 5 Visit industrial premises to inspect the procedures! _____

Task C. Complete the sentences. Use *let's* with:

not go home / invite the technician / wait a little / control the machinery / watch TV

- 1 Shall we go home now?
- 2 Do you want me to put a CD on?
- 3 Shall I call a safety inspector?
- 4 Would you like to do it yourself?
- 5 Would you do it yourself?

No, let's not go home yet.

No, _____
 No, _____
 No, _____
 No, _____

Task D. Put in the missing imperatives.

DO
MIND

KEEP
THINK

ASK
AVOID

DON'T WASTE
COME AND ASK



THINK!

It's a case of (1) **DO AS YOU'RE TOLD** in our company! I work for a small firm and my boss is so *bossy* that we all call him 'Napoleon.' He doesn't mind a bit. Wherever you look in our building there's a notice of some kind. The first thing you see when you arrive is (2) _____ OFF

THE GRASS! You come into the building and see (3) _____ THE STEPS! The walls are covered with advice. IF IN DOUBT (4) _____ ME! (5) _____ MAKING MISTAKES! (6) _____ ME FIRST! (7) _____ TIME! We have learnt to ignore this advice, but lately notices have begun to appear in every part of the building. We have a small kitchen at the back where we make coffee. Yesterday there was a new notice over the kitchen sink. It said: (8) _____. I was pleased to see it wasn't long before someone added another notice under it which said THOAP!

9.6 'There' + 'be'

- We use **there is**, etc. (Not '*it has*' or '*it is*') when we are talking about or asking about the existence of people, things, etc. It is more 'natural' to say: **There's a man at the door**, than to say: *A man is at the door*.
- We use *there is*, *there was*, *there will be*, *there has been/had been* when we want to: **a** announce or report events: **There'll be a meeting tomorrow. There's been**

an accident.

- b** set a scene for story-telling: ***There had been** no rain for months. The earth was bare.*

Task A. a) Tick the sentences which sound more idiomatic or 'natural'.

b) Rephrase the unticked sentences using *There*.

- 1 There are two men at the door. ___ ✓ _____
- 2 A good clothes shop is not far from here. There is a good clothes shop not far from here.
- 3 There was an interesting article about that in yesterday's paper. _____
- 4 A photograph of that girl was in last week's magazine. _____
- 5 A new security system will be in operation from next week. _____
- 6 There'll be a lot of supporters at the match. _____
- 7 A public holiday is on May 1st. _____
- 8 A meeting between the two world leaders will be in Helsinki. _____

Task B. Put in the correct combinations with *there* and *it*.



WHERE TIME STOOD STILL

Miss Margaret White shut down her chemist's shop in the West of England in 1970, never to open it again. (1) There had been a chemist's shop in her family since the 19th century when (2) (first) _____ opened by her grandfather William.

After Miss White's death, the auctioneers moved

in. They couldn't believe their eyes. (3) _____ an old- fashioned cash-register and (4) _____ still old pennies in it. At the back of the shop (5) _____ old medicine bottles covered with dust, and 127 little drawers. (6) _____ full of herbal remedies. (7) _____ unusual products like 'Allcocks Powder - Guaranteed Not to Contain Opium or

Any Poison Whatsoever'. (8) _____ a copy of a newspaper for April 16, 1912. (9) _____ the issue that described the sinking of the Titanic. ' (10)(*never*) _____ anything like this before and (11)(*never*) _____ again. ' one of the auctioneers said.

PART 2

10 VERB TENSES

			Simple (Indefinite) = Presents factual information							
			affirmative (+)		interrogative (?)		negative (-)			
Present			V ₁		V ₁		do / does		not	V ₁
Past			V ₂				did			
Future			will				will			
Signal words			Present Simple		usually, always, often, every day, never					
			Past Simple		last week, yesterday, last month, days ago, the other day, long time ago					
			Future Simple		soon, tomorrow, next Monday, in the future					
Examples			Present Simple		When she gets to the office she always checks her e-mails first. He always goes there as he deals with enquires. How do you usually decide between two candidates?					
			Past Simple		He lived in poverty most of his life. When I was young I usually lived in France. Did you meet anyone in town?					
			Future Simple		I'll phone our client tomorrow. Will you send this e-mail tomorrow? He won't do this as he is too lazy.					
			Continuous (Progressive) = Presents an event in progress							
			affirmative (+)		interrogative (?)			negative (-)		
Present			am is are	+ V _{ing}	am is are	subject	V _{ing}	am is are	not	V _{ing}
Past										
Future										
			Present Continuous		still, at the moment, at present, this minute					

Signal words		Past Continuous		<i>at six o'clock yesterday, when my father came, while, as, all morning/day/night</i>						
		Future Continuous		<i>when she arrives, at 7 next Monday</i>						
Examples		Present Continuous		<i>The number of people using the Internet is growing. What are you doing over there? She isn't working at the moment.</i>						
		Past Continuous		<i>He was working outdoors all day long. We were playing tennis when the rain started. She was surfing the Internet while I was answering a book.</i>						
		Future Continuous		<i>Will you be using the photocopier for long? Don't call Julie. I'll be seeing her later, so I'll pass the message on.</i>						
		Perfect = refers to events in the past that have been finished as well as events that are ongoing or events that are to continue into the present								
		affirmative (+) interrogative (?) negative (-)								
Present		have/have s	+ V ₃	have/has		subject	V ₃	have has	not	V ₃
Past		had		had						
Future	will	have		will	subject	have				
Signal words		Present Perfect		<i>since, for, ever, never, just, already</i>						
		Past Perfect		<i>when we arrived, yesterday at four, before</i>						
		Future Perfect		<i>by the time, tomorrow at eight</i>						
Examples		Present Perfect		<i>His quality of life has improved dramatically since the operation. They have updated their website.</i>						
		Past Perfect		<i>I didn't know who she was. I'd never seen her before. Had he already gone when you arrived?</i>						
		Future Perfect		<i>He will have delivered all the papers by the end of the day. Next year they will have been married for 25 years.</i>						
		Perfect Continuous Present = to show that something started in the past and has continued								

			up until now; Past = to show that something started in the past and continued up until another time in the past; Future =to show that something will continue up until a particular event or time in the future.	
			affirmative (+) interrogative (?) negative (-)	
Present		have/ has	been	V _{ing}
Past		had		
Future	will	have		
Signal words		Present Perfect Continuous		how long, for, since, all day, before, until, lately, since 2009, the whole day, for 4 years
		Past Perfect Continuous		
		Future Perfect Continuous		
Examples		Present Perfect Continuous		My hands are dirty. I've been repairing the car. What have you been doing since we last met?
		Past Perfect Continuous		The ground was wet. It had been raining before.
		Future Perfect Continuous		Tomorrow I'll be tired as I'll have been working hard this evening.

Task 1. Put in the simple present or present progressive tenses.

CHOMP CHAMP!

(1) (*you sit*) _Are you sitting_ comfortably? Good! I (*hope*) (2) _____ you (*study*) (3) _____ this text carefully because I (*have*) (4) _____ news for you. The Guinness Book of Records (*not include*) (5) _____ records for eating any more. People who (*try*) (6) _____ to swallow 47 hard boiled eggs in half a minute will have to do it for pleasure and not to get into the record book. 'We (*regard*) (7) _____ these records as unhealthy, ' said the book's editor, Mr Donald McFarlan. However, one record-holder will remain. He is Michel Lotito of Grenoble ('Monsieur Mangetout'). Since 1966, he has chomped his way through 10 bicycles, 7 TV sets and a light aircraft. He's likely to remain world champ, unless you (want) (8) _____ to challenge him, of course!

Task 2. Put in the correct forms of the simple past tense of the verbs in brackets.



LIZARDMAN

Christopher Davis, a young driver from South Carolina, (*claim*) (1) claimed a monster (*attack*) (2) _____ him while he was driving along a lonely road. The monster (*be*) (3) _____ seven feet tall and (*have*) (4) _____ red eyes and green, scaly skin. It (*chase*) (5) _____ Christopher's car and (*jump*) (6) _____ on the roof. Many people (*believe*) (7) _____ the story and the newspapers (*call*) (8) _____ the monster 'Lizardman'. Seventy hunters recently (*set out*) (9) _____ to trap Lizardman and a local radio (*offer*) (10) _____ \$1 million to anyone who (*capture*) (11) _____ him dead or alive. Lizardman had so much publicity that thousands of people (*visit*) (12) _____ South Carolina to find him. No one has found him yet. As everyone knows, monsters may or may not exist, but they are very good for the tourist industry.

Task 3. Put in the simple past or past progressive. Note where both forms are possible

TUG-OF-WAR WITH A HEDGEHOG

Mrs May, our District Nurse, (*drive*) (1) was driving home at 3 a.m. one night after an urgent visit to a sick patient. She (*drive*) (2) _____ along a deserted country lane, when she (*see*) (3) _____ a new kind of animal. She (*stop*) (4) _____ her car and (*get out*) (5) _____. The animal (*be*) (6) _____ clearly visible in the blaze of her headlights. It (*look*) (7) _____ like a hedgehog with a tall white hat. It (*cross*) (8) _____ the road without paying any attention to Mrs May. When Mrs May (*go*) (9) _____ close to it, she (*notice*) (10) _____ that there was a plastic yoghurt pot on the hedgehog's head. The poor creature had got its head stuck in the plastic pot! Her instincts as a nurse (*tell*) (11) _____ her she would have to rescue it, so she (*pull*) (12) _____ at the pot, but the hedgehog (*pull*) (13) _____ too. After a struggle, she (*pull*) (14) _____ the pot off the hedgehog's head. Mrs May (*think*) (15) _____ the

hedgehog (*look*) (16) _____ rather sad, when she (*notice*) (17) _____ that the pot was half full of strawberry yoghurt. She (*give*) (18) _____ it back to the hedgehog. The creature (*seize*) (19) _____ it, (*put*) (20) _____ it on its head again, and triumphantly (*continue*) (21) _____ its journey across the road.



Task 4. Put in the simple future, the future progressive or the future perfect simple.

FLYING JUNK

By the middle of the 21st century we (*build*) (1) will have built space stations which (*circle*) (2) _____ the earth and (*probably circle*) (3) _____ the moon, too. We (*establish*) (4) _____ bases on planets like Mars. At present, we use radar to 'watch' nearly 8,000 objects in space. In addition, there are at least 30,000 bits of rubbish from the size of marbles to the size of basket balls flying round the earth. These (*increase*) (5) _____ in number by the year 2050 and (*orbit*) (6) _____ the earth. All these bits and pieces are watched by NORAD (North American Radar Defence Command). NORAD (*have*) (7) _____ more and more rubbish to watch as the years go by. Some bits fall back to earth, like the Russian satellite C954, which crashed in the Northern Territories of Canada in 1978. Crashing junk could give us a bad headache. Most of the stuff (*stay*) (8) _____ up there (we hope)! The sad fact is that we who are alive today (*not clear up*) (9) _____ our own junk tomorrow. Perhaps we (*just watch*) (10) _____ from some other (safe) place as it goes round and round the earth!



Task 5. Put the simple perfect, the present perfect progressive or the simple past.



THE AUSTRALIAN SALUTE

Before I (*visit*) (1) visited Australia, an Australian friend in London (*tell*) (2) _____ me I'd learn 'the Australian salute'. 'What's that?' I (*ask*) (3) _____. 'You'll find out when you get there,' he (*says*) (4) _____. I (*arrive*) (5) _____ in Perth last week. Since then, I (*stay*) (6) _____ at a nice hotel near a

beautiful beach. I (*never visit*) (7) _____ Australia before and I am enjoying my stay. I (*swim*) (8) _____ every day from the time I (*arrive*) (9) _____. Yesterday, an Australian friend (*suggests*) (10) _____ a tour into 'the bush.' I (*agree*) (11) _____ at once. The first thing I (*notice*) (12) _____ when we (*be*) (13) _____ in the bush (*be*) (14) _____ the flies. After a while I (*remember*) (15) _____ the conversation I had had in London before I (*come*) (16) _____ here. 'What's the Australian salute?' I (*ask*) (17) _____ suddenly, as I waved my right arm to keep the flies away. 'That's it!' my friend said as he (*wave*) (18) _____ back!

11 ACTIVE VOICE, PASSIVE VOICE

There are two special forms for verbs called voice:

- Active voice
- Passive voice

The active voice is the 'normal' voice. This is the voice that we use most of the time. You are probably already familiar with the active voice. In the active voice, the object receives the action of the verb:

active	subject	verb	object
		➔	
	<i>They</i>	<i>discuss</i>	<i>a problem.</i>

The passive voice is less usual. In the passive voice, the subject receives the action of the verb:

passive	subject	verb	object
		←	
	<i>A problem</i>	<i>is discussed</i>	<i>by them.</i>

The object of the active verb becomes the subject of the passive verb:

	subject	verb	object
active	Everybody	drinks	water.
passive	Water	is drunk	by everybody.

The structure of the passive voice is very simple:

subject + auxiliary verb (be) + main verb (past participle)

The main verb is *always* in its past participle form.

subject	(to be)		main verb (past participle)	
Water	is		drunk	by everyone.
100 people	are		employed	by this company.
I	am		paid	in euro.
We	are	not	paid	in dollars.
They	are		paid	in yen.

We use the passive when:

- we want to make the active object more important
- we do not know the active subject

Note that we always use *by* to introduce the passive object (*A problem is discussed by them*).

Look at this sentence:

- *He was killed **with** a gun.*

Normally we use **by** to introduce the passive object. But the gun is not the active subject. The gun did not kill him. He was killed **by** somebody **with** a gun. In the active voice, it would be: Somebody killed him **with** a gun. The gun is the instrument. Somebody is the 'agent' or 'doer'.

11.1 Conjugation for the Passive Voice

We can form the passive in any tense. In fact, conjugation of verbs in the passive tense is rather easy, as the main verb is always in past participle form and the auxiliary verb is always **be**. To form the required tense, we conjugate the auxiliary verb. So, for example:

- present simple: *It **is** made.*
- present continuous: *It **is being** made.*
- present perfect: *It **has been** made.*

Here are some examples with most of the possible tenses:

<i>infinitive</i>		<i>to be washed</i>
Simple	present	It is washed.
	past	It was washed.
	future	It will be washed.
Continuous	present	It is being washed.
	past	It was being washed.
	future	It will be being washed.
Perfect Simple	present	It has been washed.
	past	It had been washed.
	future	It will have been washed.
Perfect Continuous	present	It has been being washed.
	past	It had been being washed.
	future	It will have been being washed.

Task A. Check your understanding. Mark with (P) sentences in passive and with (A) sentences in active.

- 1 They are paid on Fridays. _____
- 2 I will introduce you to my boss this week. _____
- 3 They changed the date. _____
- 4 I saved a report on my computer.. _____
- 5 It will have been fixed on the weekend. _____
- 6 Helmets must be worn. _____
- 7 The shipment may be delayed. _____
- 8 You must obey the rules. _____
- 9 She was being interviewed here. _____
- 10 The money was stolen. _____

Task B. Make these sentences passive. Only use *by* if it is necessary to say who did the action.

- 1 Steve Jobs founded Apple Computers. _____
- 2 They had made a full investigation. _____
- 3 The board will discuss the proposal. _____
- 4 Did anyone inform Mrs Wilson? _____
- 5 Now we can explore the World Wild Web at any time. _____
- 6 They are carrying out a market research. _____
- 7 They had transferred him to the New York office. _____
- 8 Customers put their orders by phone. _____
- 9 Someone was listening my telephone conversation. _____
- 10 They paid reasonable salaries. _____

● When we write in informal style (e.g. report, minutes of meetings) we often choose an impersonal style by using the passive and beginning sentences with *it*.

- 1 ***It was agreed to increase the share capital.***

- 2 *It was considered to be an unacceptable alternative.*
- 3 *It has now **been decided** to postpone the proposed construction.*

- Another common way of reporting what is said or thought is to use

it + passive + *that*- clause

- 1 *It was agreed **that** the share capital should be increased.*
- 2 *It was felt **that** some economies had to be made.*

- Other verbs used in this pattern include:

<i>announce</i>	<i>claim</i>	<i>discover</i>	<i>estimate</i>	<i>expect</i>	<i>know</i>
<i>mention</i>	<i>propose</i>	<i>recommend</i>	<i>suggest</i>	<i>think</i>	<i>understand</i>

- **There + passive + to be** with e.g. *believe, fair, report, say, suppose, think*:

There is said to be plenty of oil off our own coast.

- **Subject (not *it*) + passive + to-infinitive** with e.g. *allege, believe, consider, know, say*:

Jane is said to know all there is to know about market and competitors.

Task C. Begin these sentences with *it, There* or *a name/a noun* + passive construction.

- 1 It is expected that prices will rise again this month. (expect)
- 2 _____ that all the passengers had died in the crash. (fear)
- 3 _____ to be an expert in financial matters. (suppose)
- 4 _____ to manage their people at all levels. (think)
- 5 _____ to do the actual work of the organisation. (consider)

- 6 _____ that this work is interesting and exciting. (think)
- 7 _____ to be honest and reliable. (consider)
- 8 _____ to be thousands of people waiting to renew their passports.(say)
- 9 _____ to be a fall in house prices, but I haven't noticed it. (suppose)
- 10 _____ that thousands of new jobs will be created in the computer industry. (say)

12 PARTICIPLES : present and past

- Present participles:

breaking
opening

going
working

drinking
stopping

making
beginning

When **-ing** forms are used like nouns, they are often called gerunds.

- Past participles:

broken
opened

gone
worked

drunk
stopped

made
begun

The names 'present' and 'past' are not very good (although they are used in most grammars). Both kinds of participle can be used to talk about the past, present or future.

*She was **interviewing** an applicant when I saw her. (past)*

*Who's the man **talking** to the manager? (present)*

*This time tomorrow I'll be **consulting** my colleagues. (future)*

*He was **awarded** in 2006. (past)*

*You're **fired**. (present)*

*The new office is going to be **opened** next week. (future)*

- We use some past participles ending in **-ed** (e.g. *excited*) and some present participles ending in **-ing** (e.g. *exciting*) as adjectives. Common pairs of **-ed/-ing** adjectives are:

amazed/amazing bored/boring excited/exciting pleased/pleasing
annoyed/annoying enchanted/enchanting interested/interesting tired/tiring

*It was a very **tiring** meeting.*

*There are **broken** tools all over the floor.*

*I thought the report was pretty **boring**.*

*You look terribly **frightened**.*

- Similar pairs are: *delighted/delightful*, *impressed/impressive*, *upset/upsetting*.
- Don't confuse pairs of words like *tiring* and *tired*, *exciting* and *excited*, etc.

The present participle (...**-ing**) has an active meaning: if something is *interesting*, it *interests* you.

The past participle (...**-ed**) has a passive meaning: an *interested* person is *interested by* (or *in*) something.

Compare:

*I thought the lecture was **interesting**.*

*I was **interested** in the lecture.*

*Sheila's party was pretty **boring**.*

*I went home early because I felt **bored**.*

*It was an **exciting** story.*

*When I read it I felt **excited**.*

*The explanation was **confusing**. I got **confused**.*

*It was a **tiring** day. It made me **tired**.*

- We often use **-ed** endings to describe people:
*The story interested **John**. → **John was interested** in the story.*
- We often use **-ing** endings to describe things, events, etc.:
The story was interesting.
- We can also use **-ing** endings to describe people:
Isn't John interesting!

Compare:

***Gloria was interesting** to be with.* (= that was the effect she had on others)
Gloria was interested. (= that was the effect someone or something had on her)

Task A. Rewrite these sentences using -ed/-ing or other endings. Make necessary changes.

- 1 The coincidence amazed us. We were amazed by the coincidence.
- 2 The journey tired us. The journey _____
- 3 The experience upset Sylvia. Sylvia _____
- 4 The experience upset us. The experience _____
- 5 Gloria enchanted me. Gloria _____
- 6 I enchanted Gloria. Gloria _____
- 7 The children delighted us. The children _____
- 8 The children delighted us. We _____
- 9 The new building impresses us. The new building _____
- 10 The new building impresses everybody. Everybody _____

13 GERUND (Verb + -ing)

- A gerund is a form of a verb that is used in place of a noun or a pronoun. A gerund has the same function as a **noun** or a **pronoun** in that it names something; in the case of a gerund, it names an **activity** that is usually expressed by a verb.

- **A gerund may be used as the subject of a sentence.** A subject gerund is used in statements such as opinions or for listing activities.

Walking is good for your heart.

*ESL students learn four important skills: **listening**, **speaking**, **reading**, and **writing**.*

- **A gerund may be the object of a preposition.**

*The student is good at **speaking**.*

A prepositional phrase beginning with **by** followed by a gerund explains **how** to do something.

*You can model functional language for students by **speaking** naturally.*

Some combinations of prepositions or prepositional phrases followed by gerunds give alternatives.

*Instead of **speaking**, the students ought to be **listening**.*

- **A gerund may be the object of a verb.**

Verbs and phrases used to express likes, dislikes, and feelings may be followed by object gerunds.

*Helen enjoys **playing** basketball.*

Object gerunds used in expressions related to recreational activities are frequently preceded by the verb **go**.

*Do you ever go **snowboarding**?*

'Would you mind, ' a common phrase used to express polite requests, may be followed by an object gerund.

*Would you mind **opening** the door for me?*

- Certain words like **adjectives, prepositions, verbs, nouns** are followed by an **ing-form (gerund)**.

Adjectives (with Prepositions) followed by the Gerund

<i>afraid of</i>	<i>busy</i>	<i>proud of</i>	<i>excited about</i>	<i>sorry about</i>
<i>angry about / at</i>	<i>clever at</i>	<i>crazy about</i>	<i>interested in</i>	<i>worried about</i>
<i>bad at</i>	<i>famous for</i>	<i>disappointed about</i>	<i>fond of</i>	

Example:

*He's **afraid of** having an accident.*

*They are **interested in** minimizing the impact of the new taxes.*

*He is **clever at** making speeches.*

*The girl is **crazy about** wasting money on clothes.*

*I'm **worried about** making mistakes.*

Use after certain prepositions

<i>about</i>	<i>apart from</i>	<i>before</i>	<i>in</i>	<i>on</i>
<i>after</i>	<i>because of</i>	<i>by</i>	<i>instead of</i>	<i>without</i>

Example:

***Before adopting** the theory you should accept an argument.*

*She avoided an accident **by taking** a controversial decision..*

*We arrived in Madrid **after driving** all night.*

*He told the joke **without laughing**.*

Use after certain verbs

<i>admit</i>	<i>avoid</i>	<i>dislike</i>	<i>reject</i>	<i>practise</i>
<i>advise</i>	<i>consider</i>	<i>enjoy</i>	<i>resist</i>	<i>suggest</i>
<i>allow</i>	<i>delay</i>	<i>imagine</i>	<i>permit</i>	<i>understand</i>
<i>appreciate</i>	<i>deny</i>	<i>miss</i>		

Example:

*I enjoy **talking** about beliefs and opinions.*

*He **admitted trusting** their judgment.*

*Ralph is **considering having** a better chance of learning a language.*

*I **delayed telling** Max the news.*

*They **miss taking out** a new credit..*

Use after certain nouns

<i>advantage of</i>	<i>danger of</i>	<i>hope of</i>	<i>pleasure in</i>	<i>trouble in</i>
<i>alternative of</i>	<i>doubt about</i>	<i>idea of</i>	<i>point in</i>	<i>use</i>
<i>chance of</i>	<i>experience in</i>	<i>interest in</i>	<i>problem</i>	<i>waste of money</i>
<i>choice between</i>	<i>fun</i>	<i>opportunity of</i>	<i>reason for</i>	<i>waste of time</i>

Example:

*We had **problems paying** our bill in full.*

*There's no **point in waiting** any longer.*

*What is the **advantage of farming** over **hunting**?*

*He is in **doubt about servicing** their customers.*

*There's a real **reason for winning** the contest.*

- A list of common **go + gerund** combinations

<i>go birdwatching</i>	<i>go fishing</i>	<i>go shopping</i>	<i>go snorkeling</i>
<i>go boating</i>	<i>go hiking</i>	<i>go sightseeing</i>	<i>go swimming</i>
<i>go bowling</i>	<i>go hunting</i>	<i>go skating</i>	<i>go tobogganing</i>
<i>go camping</i>	<i>go jogging</i>	<i>go skateboarding</i>	<i>go window shopping</i>
<i>go canoeing</i>	<i>go mountain climbing</i>	<i>go skiing</i>	
<i>go kayaking</i>	<i>go running</i>	<i>go skinny-dipping</i>	
<i>go dancing</i>	<i>go sailing</i>	<i>go sledding</i>	

Task A. Translate into your native language.

- 1 for (the purpose of) living well and happily
- 2 the desire to have more (things)
- 3 by sparing the enemy
- 4 human beings were born for action (for doing)
- 5 water is useful for drinking
- 6 the art of writing
- 7 desire for (= of) ruling
- 8 desirous of conquering
- 9 for the sake of learning
- 10 The mind is nourished by learning and thinking.
- 11 Praising is easy, understanding is difficult.
- 12 By living long we see much.
- 13 The greatest pleasure is taken from learning.
- 14 Have you a plan for withdrawing?

Task B. Point out the present participles and gerunds in the following sentences.

- 1 He has ruined his lungs by smoking.
- 2 Asking questions is easier than answering them.
- 3 We saw a clown standing on his head.
- 4 He hates spending money.
- 5 Waving their hands, the spectators cheered the runners.
- 6 We are fighting a losing battle.
- 7 It is freezing cold.

8 We are confident of winning the election.

9 The boy cried thinking that he would be whipped.

10 Can you teach me painting?

14 GERUND or PARTICIPLE

Word like *smoking*, *walking* are verbs. But we can also use them as adjectives or nouns.

Compare:

*You're **smoking** too much these days. (part of a verb)*

*There was a **smoking** cigarette end in the ashtray. (adjective)*

***Smoking** is bad for you. (noun; subject of a sentence)*

When *-ing* forms are used as verbs or adjectives, they are called 'present participles'.

When they are more like nouns, grammars call them 'gerunds'.

15 MODALS

Functions of Modal Verbs

Expressing ability

- a Terry is twenty years old. He **can** drive a car. (*present*)
- b When he was ten, he **could/was able to** ride a bicycle. (*past repeated action*)
- c Paula **was able** to climb to the top of the mountain.
(*managed to do; past single action*)

Expressing lack of ability

- a Sue **can't** dance. (*present*)
- b He **couldn't/wasn't able to** play chess when he was younger.

(*past repeated action*)

- c She **couldn't/wasn't able to** finish the book. (*past single action*)

Expressing obligation/duty/necessity

- a You **must** attend the meeting. (*You are obliged to/You have to/You need to/It is necessary.*)
- b I **must** attend the meeting. (*I have decided.*)
- c I **have to** attend the meeting. (*Someone else has decided.*)
- d We **ought to/should** respect the elderly. (*less strong than must*)
- e **Need I buy** her a present? (*Is it necessary?*)

Expressing absence of necessity

- a She **doesn't need to/doesn't have to/needn't** do the shopping. I'll do it later. (*It isn't necessary.*)
- b She **didn't need to/didn't have to** do the shopping as I had already done it. (*It wasn't necessary for her to do it.*)
- c She **needn't have done** the shopping. (*It wasn't necessary for her to do the shopping, but she did.*)

Expressing prohibition

You **mustn't/can't** be late for work. (*it's forbidden/you aren't allowed to /it's against the rules/law*)

Expressing certainty

- a He **must** be at home. (*positive; I'm sure he is.*)
- b He **can't** be sleeping. (*negative; I'm sure he isn't.*)

Expressing probability

He **ought to/should** be in now. (*He is probably in.*)

Expressing possibility

- a It **can** get very hot in July. (*it is theoretically possible*)

- b We **could/may/might** be a little late. (*it is possible*)
- c He **could/might have been** injured. (*but he wasn't*)

Asking for permission

- a **Can** I ask you a question, please? (*informal*)
- b **Could** I ask you a question, please? (*more polite*)
- c **May/Might** I ask you a question, please? (*formal*)

Giving/Refusing permission

- a You **can** park your car here. (*informal*)
- b You **may** park your car in this area. (*formal – usually written*)
- c You **can't/mustn't** use this phone. (*informal*)
- d You **may not** use this phone. (*formal - usually written*)

Talking about permission

- a All students **can/are allowed** to use the library. (*regulation*)
- b I **could/was allowed** to go out alone when I was 18. (*general permission*)
- c I **was allowed** to go out alone last night.
(*permission for one particular action*)

Making requests

- a **Can /Will** you explain this to me? (*informal*)
- b **Could/Would** you explain this to me? (*more polite*)
- c **Can** I have some water? (*informal*)
- d **Could/May** I have some water? (*formal*)
- e **Might** I have some water? (*very formal*)

Making offers

- a **I'll** help you with your essay. (*I'm willing to help you.*)
- b **Shall/Can/Could** I carry this bag for you?
(*Would you like I me to/Do you want me to do it?*)

Making suggestions

- a *Shall* we visit Grandma this weekend? (*Why don't we....?/How*
- b We *can/could* go to a concert tonight. *about....?/What... about?*)
- c Where *shall* we go? (*What is your suggestion?*)

Giving advice

- a You *ought to/should* study harder. (*I advise you to.*)
- b You *must* study harder. (*I strongly advise you to.*)

Expressing criticism

You *ought to/should* have been more careful. (*It would have been better if you had been more careful.*)

15.1 The first use of modal verbs

- Verbs like *can* and *may* are modal auxiliaries. We often refer to them as modal verbs or just modals. We use them with other verbs, for example, to ask for permission:

Can I use your phone, please? May I borrow your car, please?

There are ten modals: *can, could, may, might, will, would, shall, should, must, ought to* and three 'semi-modals': *need, dare* and *used to*.

- In their *first use*, modal verbs have basic meanings which are given in dictionaries.

- **can/could** (= ability): I can lift 25 kg./ I can type.
- **may/might** (= permission): You may leave early.
- **will/would** (= prediction): It will rain soon.
- **shall after I/We** (= prediction): Will we find our way? - I'm sure we shall.
- **should/ought to** (= duty): You should do as you're told.

- **must** (=total obligation): You must be quiet.
- **needn't** (= no obligation): You needn't wait.

Task A. What do these sentences express? Match A and B.

A	B
1 I can type twenty-five words a minute.	<u>c</u> a prediction
2 You should do as you're told.	___ b permission
3 You needn't wait.	___ c ability
4 It will rain soon.	___ d no obligation
5 You may leave now if you want to.	___ e total obligation
6 You must be quiet.	___ f duty

- Modal verbs are not 'complete verbs'. For example, we use verbs like **must** and **can** to refer only to the present or the future:

*I **must go** to the bank now. I **must go** to the bank tomorrow.*

This means we have to make up the 'missing parts' of **must** with **have to**.

So if we want to express the past of **must**, we say: *I **had to go** to the bank yesterday.*

In the same way, we use **be able to** to make up the 'missing parts' of **can**.

- Other important points about modal verbs:

We can't use them as **to**-infinitives: *I want **to be able to** type very fast.*

We do not use the **to**-infinitive after modals: *You **must/mustn't phone**.*

There's no **-(e)s** in the 3rd person singular: *The boss **can see** you now.*

Task B. Use suitable forms of *have to* only when it is impossible to use *must*.

- 1 You _____ take a taxi if you intend to catch the next train.
- 2 Since the new boss took over, we have had to change our working methods.

- 3 We _____ talk about this again tomorrow.
- 4 If you _____ bring up a large family, you wouldn't have had so much money to spend.
- 5 I was late for work this morning because I _____ go to the bank first.
- 6 I (not) _____ speak French since I was at school.
- 7 I hate _____ wait for people who don't know how to keep appointments
- 8 He _____ get up early tomorrow morning if he wants to see the sunrise.

15.2 The second use of modal verbs

- The second way we use modals is to express degrees of **certainty** or **uncertainty**. We use nine of the modals for this purpose (not **shall**), but we don't use them in a fixed order. We express the greatest uncertainty with **might**, the greatest certainty with **must/can't**.

*He **might** be right. He **might** know the answer. (very uncertain).*

*He **could** be right. He **would** know the answer. (fairly certain)*

*He **must** be right. He **must** know the answer. (almost certain)*

*He **can't** be right. He **can't** know the answer. (almost certain)*

We use **be** or an ordinary verb, not a modal, for 'absolute certainty'.

*You **are** right. You **know** the answer. (certain)*

- In their second use, modals have only two forms:
 - present form: *He **must** be right. He **must** know the answer. (now)*
 - perfect or past form: *He **must** have been right. He **must** have known the answer. (then)*

Task A. Put '*certain*', '*almost certain*', '*fairly certain*' or '*very uncertain*' beside these sentences.

- 1 The phone's ringing. It's Roland. certain
- 2 The phone's ringing. It might be Roland. _____

- 3 A car is parking outside our house. That will be the Kennedys. _____
- 4 A car is parking outside our house. That must be the Kennedys. _____
- 5 From your description, the person you met would have been my cousin, Jeff. _____
- 6 From your description, the person you met can't have been my cousin Jeff. _____
- 7 If I have understood you correctly, Jeff should be my second cousin. _____
- 8 Are you saying it mightn't be possible for me to get a visa to visit the USA? _____
- 9 If he spent five years in America, he must speak English, I suppose. _____

15.3 Uses of modals (etc.) to express *ability* and *inability*

Expressing present and past ability: '*can*' and '*be able to*'

- We can use *can* (or *sometimes am/is/are able to*) to describe natural or learned ability:
I can (I am able to) run 1500 metres in 5 minutes. (natural ability)
I can't (I am not able to/I am unable to) drive. (learned ability)
- We can use *could, couldn't* or *was/were (not) able to* to describe 'general ability in the past':
I could (I was able to) run very fast when I was a boy. (i.e. general ability)

Task A. Supply *can, can't, could, couldn't, was/were able to*. Alternatives are possible.

- 1 A good 1500-metre runner can run the race in under four minutes.
- 2 Bill is so unfit he _____ run at all!
- 3 Our baby is only nine months and he _____ already stand up.
- 4 When I was younger, I _____ speak Italian much better than I _____ now.
- 5 _____ she speak German very well? - No, she _____ speak German at all.
- 6 He _____ draw or paint at all when he was a boy, but now he's a famous artist.
- 7 After weeks of training, I _____ swim a length of the baths underwater.
- 8 It took a long time, but in the end Tony _____ save enough to buy his own hi-fi.
- 9 Did you buy any fresh fish in the market? - No, I _____ get any.

10 For days the rescuers looked for the lost climbers in the snow. On the fourth day they saw them and _____ reach them without too much trouble.

15.4 'Can/could' with verbs of perception: 'I can see'

- Verbs of perception are verbs like *see, hear, smell*, etc.
- When we are describing something that is happening now, we do not use the progressive with these verbs: *I see a bird in that tree.*
- We often use **can + verb** in place of the simple present with verbs of perception: *I can see a bird in that tree.* (= I see) *Can you see it?* (= Do you see)
We often use **could + verb** in place of the simple past with verbs of perception: *I looked up, but couldn't see anything.* (= didn't see)

Task A. Rewrite these sentences using can, can't, could or couldn't.

- 1 Do you see that man over there? ___Can you see that man over there?___
- 2 I smell something burning. _____
- 3 I understood what he said. _____
- 4 Did you understand what he said? _____
- 5 I don't see anyone. _____
- 6 I didn't understand what he said. _____

15.5 Ability in tenses other than the present and the past

- **Can** and **could** are not 'complete verbs', so we use **be able to** if, for example, we want to express the future or the present perfect :

I'll be able to pass my driving test after I have had a few lessons.

Task A. Supply suitable forms of *be able to* in these sentences.

- 1 Our teacher says we will be able to speak English fluently in a few months.

- 2 I've been trying for hours, but so far I (not) _____ get through on the phone.
- 3 I'm sure she would have helped you if she _____ .
- 4 I think I _____ play table tennis better after a bit of practice.
- 5 He has managed to live in England for years without _____ speak English.
- 6 I'm practising hard because I want to _____ pass my driving test first time.
- 7 If I _____sing, I would have loved to be an opera singer.

15.6 Uses of modals to express permission and prohibition.

Asking for permission with 'can', 'could', 'may' and 'might'

We use *can*, *could*, *may* and *might* to ask for permission, depending on the situation.

- **Can** is the commonest and most informal: *Can I borrow your umbrella (please)?*
- **Could** is more polite than can: *Could I borrow your umbrella (please)?*
- **May** is more 'respectful than can and could: *May I borrow your umbrella (please)?*
- **Might** is the most polite but the least common: *Might I borrow your umbrella (please)?*

We can add *possibly* and use expressions like *Do you think and / wonder if* to make requests even more polite:

- *Can/Could/May/Might I possibly borrow your umbrella ?*
- *Do you think I could/Do you think I might (possibly) borrow your umbrella?*
- *I wonder if I could/I wonder if I might (possibly) borrow your umbrella?*

Task A. Make suitable requests for permission in these situations.

- 1 You are visiting a close friend and you want to make yourself some coffee.
Can I make myself some coffee (please)?
- 2 You are visiting an acquaintance and want to use the lavatory.

- 3 You are at a party given by people you hardly know. You want to see their garden.

- 4 You are visiting people you know reasonably well. You want to make a phone call.

5 You are visiting a close friend and want to borrow his new car.

15.7 Giving and refusing permission/Expressing prohibition

- We personally give or refuse permission in everyday situations in the following ways:

<i>You</i>	<table border="0"><tr><td><i>can (not)</i></td><td rowspan="2"> </td></tr><tr><td><i>may (not)</i></td></tr></table>	<i>can (not)</i>		<i>may (not)</i>	<i>watch TV for as long as you like.</i>
<i>can (not)</i>					
<i>may (not)</i>					

We refer to 'some other authority' that gives/refuses permission like this:

You can/cannot or *You're allowed to/not allowed to*

You can/cannot or *You're permitted to/not permitted to* *smoke here.*

You mustn't or *You're forbidden to*

Task A. Rephrase these notices to give or refuse permission. Begin each sentence with *You ...*

- | | | |
|---|--------------------------------|----------------------------------|
| 1 | Thank you for not smoking. | <u><i>You may not smoke.</i></u> |
| 2 | No camping or picnicking. | _____ |
| 3 | Fishing strictly forbidden. | _____ |
| 4 | Campers welcome. | _____ |
| 5 | Private - Keep Out. | _____ |
| 6 | Do not lean out of the window. | _____ |
| 7 | Leave your litter here. | _____ |
| 8 | No stopping. | _____ |

15.8 Permission/prohibition in tenses other than present and future

- **May** and **must** are not 'complete verbs', so we use **be allowed to** make up their 'missing parts':

*The children **were allowed to** watch TV last night.*

Task A. Supply the correct tense form of *be allowed to*.

- 1 The children were allowed to stay at home from school yesterday because of the weather.

- 2 I _____ never stay up late when I was very young.
- 3 She _____ only _____ go to parties in the last few months.
- 4 He _____ just _____ go home after three hours at the police station.
- 5 Since he was admitted to hospital, we (not) _____ visit him.
- 6 His doctor (not) _____ him take any exercise in the year before he died.

15.9 Uses of modals to express certainty and possibility

- If we are certain of our facts, we use **be** or any **full verb**:
Jane is at home. Jane works at home. (certain facts)
- If we are referring to possibility, we use **may, might** or **could + be/have been**:
Jane may/might/could be at home now.
She may/might/could have been at home yesterday.
 Or we use **may, might, could + full verb**:
Jane may/might/could work (or... may/might/could be working) at home.
She may/might/could have worked (or... have been working) at home yesterday.

Task A. Read these sentences and write C (= Certain) or P (= Possible) against each one.

- | | |
|---------------------------------------|--|
| 1 My boss is away on holiday. _C_ | 8 He could be swimming right now. ____ |
| 2 His wife may be with him. ____ | 9 He'll come back in a good mood. ____ |
| 3 She will be back next week. ____ | 10 He might leave this evening. ____ |
| 4 He could reply by the weekend. ____ | 11 They've been staying at a big hotel. ____ |
| 5 He wasn't here last week. ____ | 12 They may have been dancing all night. _ |
| 6 She might have been to Paris. ____ | 13 He borrowed my ladder. ____ |
| 7 She's returned from Paris. ____ | 14 He could have borrowed my ladder. ____ |

Task B. Turn these 'certain' statements into 'possible/less than certain' statements.

- | | | |
|----|------------------------------|--|
| 1 | He is at home now. | <u>He may/might/could be at home now</u> |
| 2 | He will be at home tomorrow. | _____ |
| 3 | He was at home yesterday. | _____ |
| 4 | She leaves at 9. | _____ |
| 5 | She will leave tomorrow. | _____ |
| 6 | She has left. | _____ |
| 7 | She left last night. | _____ |
| 8 | She will have left by 9. | _____ |
| 9 | He is working today. | _____ |
| 10 | He will be working today. | _____ |
| 11 | He was working today. | _____ |
| 12 | He has been working all day. | _____ |

Task C. Write uncertain answers to these questions.

- | | | |
|----|---|---------------------------------------|
| 1 | Where's Jim today? | <u>He may/might/could be at home.</u> |
| 2 | Where was Jim yesterday? | _____ |
| 3 | Where will Jim be tomorrow? | _____ |
| 4 | What time does the train leave? | _____ |
| 5 | What time did the train leave last night? | _____ |
| 6 | What's Sue doing at the moment? | _____ |
| 7 | What was Sue doing yesterday? | _____ |
| 8 | What will Sue be doing tomorrow? | _____ |
| 9 | What has Sue been doing this week? | _____ |
| 10 | What has John had for breakfast? | _____ |
| 11 | Where has Ann parked the car? | _____ |
| 12 | What did that car cost? | _____ |

15.10 Certain and uncertain answers to questions

- A '*certain*' question may produce an '*uncertain*' answer:

Does he like fish? - He might (do). He may (do). He could (do). He may not.

- An '*uncertain*' question may produce a 'certain' answer:

Can he still be working? - Yes, he is.

- We use *be* and *have been* to answer questions with *be*:

*Is he ill? - He **may be**. Was he ill? - He **may have been**.*

- We use do/done to replace other verbs, though this is optional:

*Will you **catch** the early train ? -I **may**./I **may do**.*

*Has he **received** my message ? -He **could have**./He **could have done**.*

- We also answer Wh-questions with 'certainty' or 'uncertainty':

*What's his name?- **It's** Smith, (certain) **It may/might be** Smith. (uncertain)*

*What was his name?-**It was** Smith. (certain)*

***It may/might have been** Smith. (uncertain)*

Task A. Give uncertain answers to these questions.

- | | | |
|----|--------------------------------|-----------------------------------|
| 1 | Does she still live in London? | ___ Yes, he may (do) _____ |
| 2 | Where does she live? | _____ |
| 3 | Did he catch the early train? | _____ |
| 4 | Which train did he catch? | _____ |
| 5 | Are they still living abroad? | _____ |
| 6 | Where are they living? | _____ |
| 7 | Has he finished work? | _____ |
| 8 | When did he finish work? | _____ |
| 9 | Will you leave tomorrow? | _____ |
| 10 | When will you leave? | _____ |

15.11 Uses of modals to express deduction

- We express certainty with **be** or any full verb:

*He **is** here. He **lives** here. He **is leaving**.*

- We express deduction with **must be/can't be, must have been, cant/couldn't have been**.

*He **must be** at home. He **can't be** out. He **must have been** at home today.*

Or with verbs other than **be**:

*He **must live** abroad. He **must have lived** abroad.*

Task A . Read these sentences and write C (= Certainty) or D (= Deduction) against each one.

- | | | |
|----|---|-------------------|
| 1 | John Wright is a man of action. | <u> C </u> |
| 2 | He was in the Galapagos ten years ago. | <u> </u> |
| 3 | Now he lives in an enormous house. | <u> </u> |
| 4 | He is writing a book. | <u> </u> |
| 5 | He has been writing this book since he came back from the Galapagos. | <u> </u> |
| 6 | He must be writing about his travels. | <u> </u> |
| 7 | He must have seen the giant tortoises and the iguanas on the Galapagos. | <u> </u> |
| 8 | He can't have seen any elephants on the Galapagos. | <u> </u> |
| 9 | He can't have been working very hard on his book. | <u> </u> |
| 10 | He must have taken a lot of photos while he was on the islands. | <u> </u> |
| 11 | He must have done a lot of research for his book. | <u> </u> |
| 12 | He must enjoy life. | <u> </u> |

15.12 Two kinds of 'must be'

- We use **must be** in the present to express deduction:
*You haven't eaten for hours. You **must be** hungry!*
- The negative of **must be** (= deduction) is **can't be**, not '**mustn't be**':
*You've only just eaten. You **can't be** hungry again! (Not '**mustn't be**')*
- We can also use **must (be)** to express total obligation:
*This is a hospital. You **must be** quiet.*
- The negative of **must (be)** (= total obligation) is **mustn't (be)** (= prohibition):
*You **mustn't be** noisy outside a hospital.*

Task A. a) Supply *must be*, *can't be*, or *mustn't be*.

b) Write D (= Deduction) or O (= Obligation) beside each sentence.

- 1 The meeting is at 10 o'clock sharp and you mustn't be late. _O_
- 2 You _____ at the station ten minutes before the departure of the train. ____
- 3 The children _____tired already! We've only been walking for ten minutes. ____
- 4 The children_____thirsty. They haven't had a drink for hours. ____
- 5 Did you hear that? It _____ someone walking about in our garden. ____
- 6 I don't recognize the handwriting on this envelope. It _____ from anyone ____
we know.
- 7 Your handwriting _____ clear, otherwise no one will be able to read it. ____
- 8 You _____ a nuisance when you're a guest in someone's house. ____
- 9 Don't panic! We _____ late for the train. It doesn't leave till 10.05. ____
- 10 We _____ late for the train or we'll miss our connection. ____

15.13 'Must have been', 'can't/couldn't have been';

'had to be/didn't have to be'

- We express deduction about the past with **must have been**:
*You hadn't eaten for hours. You **must have been** hungry!*
- The negative of **must have been** is **can't/couldn't have been**.
*You had already eaten. You **can't/couldn't have been** hungry!*
- **Must**(= total obligation) is not a 'complete verb'. We use **had to** in the past:
*The meeting was at 10 this morning and I **had to be** there.*
- The negative of **had to** is **didn't have to**:
*It was a holiday yesterday, so I **didn't have to be** at work.*

Task A. Supply *must have been*, *can't/couldn't have been*, *have to/had to (be)*, *didn't have to (be)*.

- 1 He knows a lot about flying planes. He must have been a pilot when he was young.
- 2 Vera _____ at the supermarket this morning. I didn't see her there.

- 3 John _____ at the bank till 10, so he only arrived here five minutes ago.
- 4 When _____ (she) _____ at the hospital? - Early this morning.
- 5 We had enough foreign currency left at the end of the holiday, so I _____ buy any more.
- 6 Monica knew exactly what to do. I _____ tell her twice.
- 7 There are so many nice things for tea, I think you _____ expecting us.
- 8 There _____ an accident on South Street because the road is closed off.
- 9 You _____ waiting long. After all, I'm only five minutes late.
- 10 When I was a boy we _____ sitting at our desks working before the boss got in.
- 11 I left a message on your answer phone last night. You _____ out.
- 12 The fire alarm went and we _____ out of the building in two minutes.

15.14 Uses of modals for offers, requests and suggestions

Offering things and substances

- Offering: e.g. *Would/Wouldn't you like a sandwich/some coffee?*
- Yes/No responses: e.g. *Yes, I'd like one/some, please. No, thank you.*

Task A. Make offers for the following things and substances.

a sandwich, some coffee, a slice of toast, some potatoes, an orange, some fruit

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

15.15 Requests for things and substances

- Requesting : e.g. *Can/Could/May/Might I have a sandwich/some sugar, please?*
- Yes/No responses: e.g. *Of course you can/may. No, you can/may not, I'm afraid.*

Task A. Make requests for the following things and substances.

a sandwich, some coffee, a slice of toast, some potatoes, an orange, some fruit

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

15.16 Making suggestions, inviting actions

- Making suggestions, inviting actions:
e.g. *Would/wouldn't you like to come with us?*
- Yes/No responses: e.g. *Yes, I'd like to/love to. No, I'd prefer not to, thank you.*

Task A. Make suggestions/invite actions for the following situations.

- 1 Your friend has nowhere to stay for the night.
Would you like to stay with me?
- 2 You want your friends to join you for a meal.

- 3 You want your friend to come on an excursion.

- 4 You want your friends to have a holiday with you.

15.17 Requesting others to do things for you

- Requesting others to do things for you:
e.g. *Will/Would you please open the door for me?*
- Yes/No responses: e.g. *Yes, of course I will. No, I'm afraid I can't at the moment.*

Task A. Make requests for the following situations. You want someone to ...

- 1 hold the door open for you. | _Will/Would you hold the door for me, please?

- | | | |
|---|-------------------------------|-------|
| 2 | dial a number for you. | _____ |
| 3 | translate a letter for you . | _____ |
| 4 | deliever some flowers for you | _____ |

15.18 Offering to do things for others

- Offering to do things for others: e.g. *Shall I carry that for you?*
- Yes/No responses: e.g. *Can/Could you? That's very kind of you. No, thank you.*

Task A. Make offers for the following situations.

- 1 An old lady clearly wants to put her large suitcase on the luggage rack.
_____ **Shall I put the suitcase on the luggage rack (for you)?** _____
- 2 A young woman is shivering and the window is open.

- 3 Your friend accidentally drops some sheets of paper on the floor.

15.19 'Must', 'have to' and 'have got to'

- We often use *must*, *have to* and *have got to* in place of each other, but sometimes not.
- We tend to prefer *must*
 - when we refer to ourselves (with *I/we*): *I really **must** weed this garden.*
 - with *you* to express urgency: *You **must** phone home at once.*
 - in public notices, etc.: *Cyclists **must** dismount.*
 - (= Can't you stop yourself?): ***Must** you interrupt?*
 - pressing invitations or advice: *You **must** come and see us. You **must** repair that fence.*
- We often use *have to* (or *have got to*) to refer to outside authority:
*I **have (got) to** pay my road tax soon.*

Task A. Supply the forms *must* or *have (got)* to which 'feel right' in these sentences. Sometimes more than one form is possible.

- 1 We really must do something about having this house decorated.
- 2 We _____ pay this electricity bill by the end of the week.
- 3 You _____ write and let us know you've arrived safely.
- 4 I _____ be at my desk by 9.00 every morning.
- 5 We always _____ clock in when we arrive at work.
- 6 ALL VISITORS _____ REPORT TO THE DUTY OFFICER.
- 7 _____ you always slam the door when you come in?
- 8 You really _____ come and see the new extension to our house some day.

15.20 Expressing necessity in other tenses

- **Must** can refer to the present or the future:

I must speak to him today. I must speak to him tomorrow.

- **Must** is not a 'complete verb', so we use **have to** make up its 'missing parts':

I shall/will have to phone her tomorrow

(or *I must phone her tomorrow.*) (future)

I had to spend the day in a meeting. (past)

I have had to tell you before. (present perfect)

I am having to/I have been having to get up earlier this year. (progressive forms)

- **Had to** shows that we couldn't avoid doing something:

I had to leave at six. (and I did)

Should have shown we've failed to do something:

I should have left at six. (and I didn't)

Task A. Use a construction with *have to* in place of the words in italics.

- 1 *It will be necessary for him* to try harder if he wants to win the prize.

He will have to

- 2 *It has been necessary for them* to save hard to buy their new hi-fi.

- 3 Because of the snow *she has been finding it necessary* to walk to college.
- 4 *It had already been necessary for us* to clear the office floor twice before the boss asked us to clear it again.
- 5 *It would have been necessary for me* to pay twice as much to travel first class.
- 6 *We are finding it necessary* to cut back on staff because of a shortage of orders.

16 SOME and ANY

16.1 Some and any go before a plural or uncountable noun.

There was a bowl and **some** cornflakes on the table, but there wasn't **any** milk.

- We can also use **some** and **any** without a noun.

Trevor wanted **some** milk, but he couldn't find **any**.

- We normally use **some** in positive sentences and **any** in negative sentences or ones with a negative meaning.

POSITIVE

I met **some** interesting people last night.

We'll have **some** fun at Disneyland.

NEGATIVE

I never meet **any** interesting people nowadays.

We won't have **any** fun without you.

- We can also use **any** in a sentence with **if**.

If you have **any** problems, you can discuss them with your group leaders.

I can answer **any** questions. (= If there are any questions, ...)

- In questions we can use either **some** or **any**, but **any** is more common. We don't know whether the answer will be yes or no.

Have we got **any** butter? Will there be **any** food for the guests?

Did you buy **any** clothes?

We normally use **some** in offers and requests to make them sound more positive.

Would you like **some** coffee? Could you post **some** letters for me?

We can use **some** in questions when we think the answer might be yes.

Did you buy **some** clothes? (Perhaps I know that you went out to buy some.

16.2 *Someone, anything, etc*

We choose between *someone* and *anyone*, *something* and *anything*, and *somewhere* and *anywhere* in the same way as between *some* and *any*.

Someone has spilt water
everywhere.

Did *anyone* see what happened?

Would you like *something* to eat?

Is there *anywhere* we can go?

Let's go out *somewhere*.

Is there *anywhere* we can go?

Task A. Justin Cooper is a radio disc jockey. Complete what he is saying. Put in *some* or *any*.

That was 'I can't find any love' by Arlene Black. Now, I've had some letters asking for something by Express. One listener says she hasn't heard (1) _____ Express songs on this programme for months. Well, I'm going to put that right. And this will be our last track because there isn't (2) _____ more time left. We've had (3) _____ great songs tonight, and I'll be here next week to play (4) _____ more. Now here's (5) _____ music from Express – 'I never have (6) _____ luck'.

Task B. Complete the conversations. Put in *some*, *any*, *anyone*, *someone*, *something* or *anything*.

● **Trevor:** We haven't got any bread.

Laura: You'd better go to the shop, then. We need some tomatoes, too.

1 **Claire:** Would you like _____ cheese and biscuits?

Sarah: Oh, no thank you. That was delicious, but I couldn't eat _____ else.

2 **Harriet:** There's _____ at the door.

Mike: Are we expecting _____ visitors?

3 **Melanie:** Has _____ offered to help you with the tea?

Rita: No, but I'd be very grateful for _____ help you can give.

4 **Vicky:** I was looking for _____, and now I can't remember what it was.

Rachel: You said you were looking for _____ matches.

Task C. Put in *any* + *noun*, *anyone* or *anything*.

- The seats aren't reserved. You can have ***any seat*** you like.
 - I don't mind what we do today. We can do ***anything*** you want.
- 1 If it's your party, you can invite _____ you like.
 - 2 All the buses go into the town centre. Take _____ that comes along here.
 - 3 This carpet is available in lots of colours. You can have _____ you like.
 - 4 My father has the television on all the time. He'll watch _____.
 - 5 It doesn't matter which day you phone. Ring _____ you like.

17 GENERAL CLASSIFICATION OF THE PARTS OF SPEECH IN ENGLISH

The parts of speech differ from each other in meaning, form and function.

We distinguish between ***notional*** and ***structural*** parts of speech.

The ***notional*** parts of speech perform certain functions in the sentence: the functions of subject, predicate, attribute, object, or adverbial modifier.

The ***notional*** parts of speech are as follows:

1	the noun	- іменник	- существительное
2	the adjective	- прикметник	- прилагательное
3	the pronoun	- займенник	- местоимение
4	the numeral	- числівник	- числительное
5	the verb	- дієслово	- глагол
6	the adverb	- прислівник	- наречие
7	the modal verbs	- модальні дієслова	- модальные глаголы
8	the interjection	- вигук	- междометие

The *notional* parts of speech serve either as *principal* or *secondary* parts of the sentence.

The *structural* parts of speech either express *relations* between words (e.g. the trees **in** the garden, Tom **and** Joe, etc.) or sentences or *emphasize the meaning* of words (e.g. **the** book, **a** book, etc.) or sentences. They never perform any independent function in the sentence. Here belong:

1	the preposition	- прийменник	- предлог
2	the conjunction	- сполучник	- союз
3	the particle	- частка	- частица
4	the article	- артикль	- артикль

In the English language the grammatical relations between words are expressed by means of the *form of words* and *word order*: e. g. *a map of the location*.

The *principal* parts of the sentence:

The subject	- підмет	- подлежащее
The predicate	- присудок	- сказуемое

The secondary parts of the sentence:

The object	- додаток	- дополнение
The attribute	- визначення	- определение
The adverbial modifier	- обставина	- обстоятельство

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Навчальне видання

Методичні вказівки для організації самостійної роботи з дисципліни «Іноземна мова» (англійська мова) (для студентів 1 курсу заочної форми навчання).

Укладач **Сергєєва** Галина Борисівна

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канд. філол. н., завідувач кафедри іноземних мов

В авторській редакції

План 2011, поз.558 М

Підп. до друку 28.04.2011

Формат 60x84 1/16

Друк на ризографі.

Ум. друк. арк. 4,2

Зам. №

Тираж 50 пр.

Видавець і виготовлювач:

Харківська національна академія міського господарства.

вул. Революції, 12, Харків, 61002

Електронна адреса: rectorat@ksame.kharkov.ua

Свідоцтво суб'єкта видавничої справи:

ДК № 4061 від 12.05.2011